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ABSTRACT

This teaching guide for the Skills for Living course, designed for 7th and 8th grade students in Texas, provides opportunities to explore family relationships and personal development, personal management, and planning for the future. Emphasis is on the importance of the family, effective communication skills, management skills, getting along with others, decision making, acceptance of responsibility, and child care practices. The first section includes introductory information about the course, course design, facilities and equipment, Future Homemakers of America, and use of the guide. The second section contains copy of the Texas Essential Knowledge and Skills (TEKS) for Home Economics Education, and the third section provides suggestions for teaching the course in a block plan. The fourth section provides instructional strategies for teaching the TEKS Skills for Living, while the sections thereafter provide blended activities and creative ideas for teaching the course, and 97 teaching aids keyed to the TEKS. (Contains 30 resources.) (KC)

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Skills for Living

Teacher's Instructional Guide

Home Economics Education
Texas Education Agency
Austin, Texas

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Skills
for
Living

Teacher's Instructional Guide

Developed and disseminated by:
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Course Description

Skills for Living **12200200**

Recommended Grade Placement: 7-8 Recommended Course Length: 1 Semester

This comprehensive foundation course, designed to be one semester in length, provides opportunities to explore family relationships and personal development, personal management, and planning for the future. Emphasis is on the importance of the family, effective communications skills, management skills, how to get along with others including family members and peers, decision making, acceptance of responsibility, and child care practices that promote positive development. Other content addresses positive self-image, nutrition, wellness, personal appearance, managing multiple roles, and career options.

Overview of Course Design

The process of developing the essential knowledge and skills focused on bringing all Home Economics content up-to-date in reflecting cultural, societal, demographic, economic, and technological changes. Further, in order to accommodate the content additions and redirections necessary to achieve relevance, constraints on instructional time forced dropping content that, while "nice to know," is not "absolutely essential" in today's society. Following are examples of these and other new directions/emphases not evident in the above description of the course:

Skills for Living:

focuses on the role of parents and the family in personal development
focuses on developing positive peer relationships, assertiveness, and refusal skills
focuses on promoting the health and safety of children
focuses on consumer practices for reaching goals and managing resources
focuses on dietary needs across the life span
focuses on study skills and educational planning
focuses on developing skills necessary to function effectively in today's society

Facilities, Equipment, and Resources

This course utilizes an instructional arrangement that accommodates development of Skills for Living essential knowledge and skills through locally selected teaching strategies. Although textbooks previously used for Life Management Skills are available, they are dated and inadequate. Utilization of a variety of up-to-date resources and technologies, including computers and software, is critical for enriched instructional effectiveness, relevance, and retention.

Future Homemakers of America

Future Homemakers of America activities can be most effectively structured to serve as one of the many methods of instruction used in the classroom (i.e., independent study, group work, role play, questioning). As a method of instruction, activities of the organization reflecting specific home economics content are incorporated into the Skills for Living course. Chapter activities need to be designed to accommodate chapter projects, community needs, and the desires of the students involved.

FHA/HERO activities are included as integral parts of instruction within several components of this instructional guide. Each instance is denoted by the Future Homemakers of America emblem in the margin.

- **Instructional Strategies** – FHA/HERO activities are written into the individual strategy when the project or program is an integral part of that specific learning experience.
- **Instructional Strategies** – Suggested FHA/HERO activities are provided in a box at the end of the numbered set of strategies to generate additional ideas for projects and programs that are relevant to the overall Texas Essential Knowledge and Skills (TEKS) statement, but not tied to a specific strategy.
- **Blended Activities** – A separate page has been included in this section to provide ideas for FHA/HERO projects and programs that address multiple Texas Essential Knowledge and Skills.

As a method of instruction rather than the sole point of instruction, Future Homemakers of America programs and projects will be present in instruction but not itemized in block plans. A chapter's organizational structure and the teacher's approach to utilizing the organization as a method of delivering course content will influence whether to have chapter activities once a week, once a month, or have some activity related to the content filtered into the curriculum on a more regular basis.

Resources available from the organization's national headquarters to assist with starting a chapter and integrating it into the curriculum are the *Co-Curricular Guide* and *FHA/HERO Handbook*. Additional national resources helpful to Skills for Living teachers and students include handbooks for the various national programs, such as *FHA/HERO Career Connection* and *Leaders at Work*.

How to Use the Instructional Guide

You will be able to utilize the *Skills for Living Teacher's Instructional Guide* most effectively if you first understand all components and how they work together. Read through the Table of Contents and familiarize yourself with the various components of the instructional guide. Following are descriptions and suggestions for utilizing components within each section to maximize instructional effectiveness.

INTRODUCTION

Read the Introduction for information specific to the course on
- Course Description
- Overview of Course Design
- Facilities, Equipment, and Resources
- Future Homemakers of America

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR HOME ECONOMICS EDUCATION

Familiarize yourself with the TEKS for Skills for Living. A copy of the Texas Administrative Code, Chapter 122.2, is provided in this document for your convenience.

The Texas Essential Knowledge and Skills are presented in a two-column format. In the left column are the numbered general knowledge and skills statements, [i.e., (1), (2), (3)]. In the right column are the related statements of expected student performance, sometimes referred to as knowledge and skills expectations [i.e., (A), (B), (C)]. Two pages have been allotted in the **Instructional Strategies** section for instructional strategies addressing each statement of expected student performance. Additional strategies that simultaneously address multiple statements of expected student performance are included in the **Blended Activities** section of the instructional guide.

BLOCK PLANS

The block plans are included strictly as one example of how each course might be carried out in the available instructional time. It is intended that the block plans will serve only as an aid to teachers in planning instruction for the Texas Essential Knowledge and Skills for the course.

There will be many instances where time allotments as shown on the block plans will vary from time allotments as planned in your classroom. Factors impacting actual allotment include class size, length of class period, the school calendar, and local district policies. Also, time allotment will vary according to selected instructional strategies and the degree of emphasis placed on specific strategies and TEKS.

Local districts are encouraged to use the blank block forms found in this section to customize plans to accommodate other scheduling arrangements or to otherwise meet individual needs.

INSTRUCTIONAL STRATEGIES

Several instructional strategies are provided for each statement of expected student performance. It is not expected that you would use all strategies, but that you would select from the options those that best meet the needs of your students.

One of your greatest challenges in teaching the new TEKS is that of providing students with updated content information. Information changes so rapidly, and sources of information are so varied, that it is inappropriate and virtually impossible for the instructional guide to narrowly define much of the actual content. While some instructional strategies have built in obvious sources of information input, it is important for you to consciously seek and provide sources of information for each knowledge and skills expectation. The *Teacher's Instructional Guide* provides direction for resources and some background information sheets for both student and teacher use. Keeping abreast of content information can be accomplished through professional development, curriculum resources, professional organizations, and personal study. It is vital for all teachers continually to bring course content up-to-date.

The most important consideration is that students be enabled to meet each knowledge and skills expectation. Ask yourself continually, "How can I provide instruction so that students will know and be able to do what is expected?" As you analyze the student expectation provided in the shaded box at the top of each set of strategies, be sure to put that statement in the context of the general knowledge and skills statement.

> *For example, TEKS 1A states: The student is expected to explain the role of the family in meeting needs of family members. Remember that TEKS 1A, 1B, 1C, 1D, and 1E all fall under TEKS 1: The student explains how family relationships affect personal development.*

To help you frame this important connection, thirteen divider pages have been inserted within the instructional strategies – one before each new numbered TEKS statement.

The **Instructional Strategies** section has been designed to teacher specifications – to facilitate ease of use and to provide as much needed information as possible. The following aids have been built into the format.

Notes Column

The Notes column on the outside of each page was designed to provide space for your own notes and to display information and icons that point out the following:

• where Teaching Aids provided in the guide have been used within the strategies	*TA 1* ***The Management Process***
• strategies which correlate with exit level TAAS objectives and academic principles for reading, writing, mathematics, science, and social studies	TAAS WRITING
• strategies that utilize technology applications	💻
• opportunities for integration of FHA/HERO programs and projects within specific strategies	

Strategy Headers

Each instructional strategy has been given a number and header designation so that you can easily locate and reference specific strategies and tell at a glance what general methodology is involved. In addition, the light bulb icon beside a header indicates that creative techniques related to the methodology are suggested in the **Creative Ideas** section.

Following are examples of headers used, with brief explanations or comments where titles may not be self-explanatory. The **Creative Ideas** section provides elaboration on many of these techniques.

- **AUDIOTAPE**
- **BRAINSTORMING** (see the Creative Ideas section)
- **CASE STUDY** (see the Creative Ideas section)
- **CLASS DISCUSSION**
- **DEBATE** (see the Creative Ideas section)
- **DEMONSTRATION**
- **EDUCATIONAL TOUR**
- **GAME** (see the Creative Ideas section)
- **GROUP ACTIVITY** (see the Creative Ideas section)
- **GUEST SPEAKER** (see the Creative Ideas section)
- **INDIVIDUAL ACTIVITY**
- **INTERNET SEARCH/ACTIVITY** (see the Creative Ideas section)
- **INTERVIEW**
- **LABORATORY EXPERIENCE**
- **OBSERVATION**
- **ORAL PRESENTATION** (see the Creative Ideas section)
- **PANEL DISCUSSION** (see the Creative Ideas section)
- **PROBLEM SOLVING**
- **PROJECT**
- **RESEARCH** – The header usually designates the systematic search for and collection of information about a particular subject, although some activities may involve more extensive research methods or more formal research projects.
- **ROLE PLAY**
- **SCENARIO** (see the Creative Ideas section)
- **SKIT**
- **SURVEY**
- **SYMPOSIUM** – In a symposium format, several persons present short, prepared speeches to a group on various aspects of a topic. Members of the group may ask questions after presentations are made. For example, three or four students research a particular topic and present information to the class; class members then dialogue with the presenters through questioning following the presentation.
- **TEAMWORK** (see the Creative Ideas section)
- **VIDEOTAPE** – Few videotapes are referenced by name other than those available from the Home Economics Curriculum Center; these are suggested as samples because they have been previewed for content and appropriateness. Teachers are encouraged to utilize additional videotapes they have personally previewed for appropriateness.
- **VISUAL DISPLAY** (see the Creative Ideas section)
- **WRITTEN EXERCISE**

Resources

Space is provided at the end of each set of strategies for resources pertinent to each knowledge and skills expectation. Specific books, periodicals, agencies and organizations, videotapes, and Web sites are often listed, and space is provided for you to list additional resources.

A complete bibliography of all resources is provided under the tabbed divider, **Resources**.

BLENDED ACTIVITIES

Blended activities are teaching and learning strategies that encompass several knowledge and skills expectations. These activities promote student learning of multiple TEKS simultaneously through hands-on, project-based, and/or problem-solving activities.

Blended activities provide extension and application of the basic knowledge and skills developed in strategies that address each individual student expectation. Some also serve as a means of authentic assessment. Teaching Aid 97, ***Activity Assessment***, has been provided as an example of an assessment tool for experiences such as blended activities.

Included in the **Blended Activities** section are suggestions for FHA/HERO projects and programs that address multiple knowledge and skills expectations.

CREATIVE IDEAS

The rationale for this section, and guidelines for use, are provided on the section introductory page. Please read the **Creative Ideas** section! It provides many ideas for promoting active learning, as well as suggestions for saving teacher time and enhancing student learning and skills development.

TAAS OBJECTIVES AND PROFICIENCY

In response to teacher requests, a tabbed divider has been provided as a placeholder for filing updated TAAS objectives. This convenience, along with the icons for reading, writing, mathematics, science, and social studies in the Notes column of Instructional Strategy pages, will help you reinforce important academic concepts related to Skills for Living content.

RESOURCES

The resource section includes a bibliography of resource ideas generated by writers and reviewers of the document. Resources, which are listed alphabetically, include books, periodicals, agencies and organizations, videotapes, and Web sites.

A separate divider/section has been provided so you can add additional resources that you locate or obtain through professional development sessions.

TEACHING AIDS

In response to popular demand, teaching aids include transparency masters, student information sheets, activity sheets, assessment devices, and other tools to facilitate instruction (and save teacher development time!).

Chapter 122. Texas Essential Knowledge and Skills for Home Economics Education

Subchapter A. Home Economics Foundations, Middle School

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §28.002, unless otherwise noted.

§122.1. Implementation of Texas Essential Knowledge and Skills for Home Economics Education, Home Economics Foundations, Middle School.

The provisions of this subchapter shall supersede §75.50(a) of this title (relating to Life Management Skills) beginning September 1, 1998.

Source: The provisions of this §122.1 adopted to be effective September 1, 1998, 22 TexReg 5031.

§122.2. Skills for Living.

(a) General requirements. This comprehensive course is recommended for students in Grades 7-8.

(b) Introduction. Home economics education provides individuals and families with essential knowledge and skills for managing the challenges of living and working in a diverse, global society. Individuals utilize these skills to enhance career and personal effectiveness, promote family strength and well-being, and pursue career options.

(c) Knowledge and skills.

(1) **Family relationships and personal development.** The student explains how family relationships affect personal development.

The student is expected to:

(A) explain the role of the family in meeting needs of family members;

(B) describe rights, responsibilities, and expectations of family members;

(C) propose strategies for promoting satisfying relationships with siblings;

(D) explain how positive family relationships contribute to personal effectiveness in other settings; and

(E) explain the interdependence of family members across the life span.

(2) **Family relationships and personal development.** The student relates personal development to choices in life.

The student is expected to:

(A) identify factors influencing personal development;

(B) propose ways to promote positive self-image;

(C) relate personality traits to positive interpersonal relationships;

(D) determine personal strengths and abilities as they relate to choices in life; and

(E) demonstrate practices of effective leaders and team members.

(3) **Family relationships and personal development.** The student implements strategies that promote positive parent-child relationships across the life span.

The student is expected to:

(A) describe the responsibilities of parenting;

(B) summarize the impact of parenthood on individuals and families;

(C) explain factors influencing parent-child relationships;

(D) identify changes in the parent-child relationship at different stages in the family life cycle;

(E) describe the effects of societal and cultural patterns on parenting roles; and

(F) analyze concepts and skills related to parent-child relationships across the life span.

(4) **Family relationships and personal development.** The student demonstrates behaviors that contribute to satisfying interpersonal relationships.

The student is expected to:

(A) describe strategies that promote satisfying relationships among friends;

(B) determine personal characteristics that promote positive peer relationships;

(C) explain how diversity impacts interpersonal relationships; and

(D) propose effective responses to inappropriate behavior in interpersonal relationships.

(5) **Family relationships and personal development.** The student applies principles of effective communication.

The student is expected to:

(A) describe characteristics of effective communication;

(B) demonstrate techniques for resolving conflicts, including assertiveness techniques and refusal skills;

(C) explain how cultural background influences patterns of communication; and

(D) practice communication skills appropriate for various relationships and occasions.

(6) **Family relationships and personal development.** The student describes child care practices that promote development.

The student is expected to:

(A) summarize developmental principles, factors, and appropriate activities influencing the growth and development of children;

(B) simulate emergency situations requiring first aid;

(C) identify safety practices that are important when caring for children;

(D) apply appropriate child care practices to babysitting and caregiving;

(E) discuss causes, prevention, and treatment of child abuse and neglect; and

(F) identify resources available for the protection of children.

(7) **Personal management.** The student analyzes the relationship between decision making and acceptance of responsibility.

The student is expected to:

(A) implement the decision-making process;

(B) describe the role of acceptance of responsibility in making decisions;

(C) summarize the effects of personal priorities and other influences on decisions; and

(D) predict personal, family, and societal implications of various decisions.

(8) **Personal management.** The student utilizes effective consumer practices promoting money management and goal setting.

The student is expected to:

(A) describe practices that facilitate goal setting;

(B) identify resources involved in decision making;

(C) explain the importance of planning in the achievement of short-term and long-term goals;

(D) utilize the decision-making process and goal setting to guide spending; and

(E) apply consumer practices facilitating the best use of available funds.

(9) **Personal management.** The student describes management practices facilitating individuals assuming multiple roles.

The student is expected to:

(A) describe multiple roles of teens and their family members in society; and

(B) describe management skills needed to effectively manage multiple roles.

(10) **Personal management.** The student exhibits good nutrition and health practices that promote personal well-being and achievement across the life span.

The student is expected to:

(A) identify practices that promote physical and mental health;

(B) explain dietary needs of individuals across the life span;

(C) describe eating disorders, their causes, and prevention;

(D) apply principles of good nutrition;

(E) identify sources of stress, including peer pressure;

(F) propose strategies and available resources for stress management; and

(G) relate the role of proper nutrition to well-being and achievement.

(11) **Personal management.** The student practices principles of good grooming and positive personal habits.

The student is expected to:

(A) practice good grooming habits;

(B) summarize principles of clothing selection to meet needs and wants;

(C) demonstrate clothing-care procedures;

(D) determine consumer practices for effective management of the clothing budget; and

(E) analyze the role of grooming and apparel practices in personal effectiveness.

(12) **Planning for the future.** The student describes occupational opportunities in home economics and other career concentrations.

The student is expected to:

(A) identify a variety of career options, including full-time homemaker;

(B) determine skills and educational requirements for identified careers;

(C) compare personal strengths, abilities, and goals to occupational requirements;

(D) explain how technology impacts family life and careers; and

(E) relate demands and rewards of identified careers to personal and family life.

(13) **Planning for the future.** The student evaluates personal goals in relation to planning for the future.

The student is expected to:

(A) explain the impact of short-term and long-term goals in planning for the future;

(B) apply effective verbal, nonverbal, written, and electronic communication skills;

(C) apply effective study skills that promote academic achievement;

(D) identify resources that assist in educational planning;

(E) analyze the impact of career goals on personal behavior and educational decisions; and

(F) summarize the relationship between goal achievement, decision making, planning, and management.

Explanation of Block Plans

NOTE TO THE TEACHER

The block plans are included strictly as one example of how the Skills for Living course might be carried out in the available instructional time. It is intended that the block plans will serve only as an aid to teachers in planning instruction for the Texas Essential Knowledge and Skills for the course.

There will be many instances where time allotments as shown on the block plans will vary from time allotments as planned in your classroom. Factors impacting actual allotment include class size, length of class period, the school calendar, and local district policies. Also, time allotment will vary according to selected instructional strategies and the degree of emphasis placed on specific strategies and TEKS.

Local districts are encouraged to use the blank block forms found in this section to customize plans to accommodate other scheduling arrangements or to otherwise meet individual needs.

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Skills for Living

Sample Six Weeks Plan
55 minute periods

1st Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #1 How Family Relationships Affect Personal Development*** **1A** *Role of the family* →		**1B** *Rights, responsibilities, and expectations*		*of family members*
Week 2	**1C** *Sibling relationships* →		**1D** *Positive family relationships*	**1E** *Interdependence of family members across the life span*	***EKS #2 Personal Development and Choices in Life*** **2A** *Factors influencing personal development*
Week 3	**2B** *Positive self-image* →		**2C** *Personality traits*	**2D** *Personal strengths and abilities*	**2E** *Effective leaders and team members*
Week 4	***EKS #3 Parent-Child Relationships*** **3A** *Responsibilities of parenting*	**3B** *Impact of parenthood*	**3C** *Factors influencing parent-child relationships*	**3D** *Changes in the parent-child relationship across family life cycle*	**3E** *Effects of societal and cultural patterns*
Week 5	**3F** *Relationships across life span*	***EKS #4 Interpersonal Relationships*** **4A** *Strategies that promote satisfying relationships among friends*		**4B** *Positive peer relationships*	
Week 6	**4C** *Impact of diversity on interpersonal relationships*		**4D** *Effective responses to inappropriate behavior*	*Review*	*Test*

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Skills for Living

Sample Six Weeks Plan
55 minute periods

2nd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #5 Principles of Effective Communication*** **5A** *Characteristics of effective communication* **5B** *Techniques for resolving conflicts* →			**5C** *Influence of cultural background on patterns of communication* **5D** *Communication skills* →	
Week 2	***EKS #6 Child Care Practices*** **6A** *Developmental principles, factors, and appropriate activities influencing growth and development of children*			**6B** *Emergency situations*	**6C** *Safety practices*
Week 3	**6D** *Child care practices* →			**6E** *Causes, treatment, and prevention of child abuse* **6F** *Resources available for the protection of children*	
Week 4	***EKS #7 Decision Making and Acceptance of Responsibility*** **7A** *Decision-making process*	**7B** *Acceptance of responsibility in making decisions*	**7C** *Effects of personal priorities and other influences*	**7D** *Implications of various decisions*	
Week 5	***EKS #8 Effective Consumer Practices*** **8A** *Practices that facilitate goal setting*	**8B** *Resources involved in decision making*	**8C** *Importance of planning*	**8D** *Utilizing decision making and goal setting to guide spending*	**8E** *Applying consumer practices*
Week 6	***EKS #9 Management Practices Facilitating Individuals Assuming Multiple Roles*** **9A** *Multiple roles of teens and family members* → **9B** *Management skills needed* →		*Review*	*Test*	

Skills for Living

Sample Six Weeks Plan
55 minute periods

3rd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #10 Good Nutrition and Health Practices*** **10A** *Practices that promote physical and mental health*	**10B** *Dietary needs across life span* →		**10C** *Eating disorders*	**10D** *Principles of good nutrition*
Week 2	**10D** *Continued* →		**10E** *Sources of stress*	**10F** *Strategies and resources for stress management*	**10G** *Role of nutrition to well-being and achievement*
Week 3	***EKS #11 Principles of Good Grooming and Positive Personal Habits*** **11A** *Good grooming habits* →		**11B** *Principles of clothing selection*		**11C** *Clothing-care procedures*
Week 4	**11C** *Continued*	**11D** *Consumer practices for effective management of clothing budget*		**11E** *Role of grooming and apparel practices*	
Week 5	***EKS #12 Occupational Opportunities*** **12A** *Career options* **12B** *Skills and educational requirements*	**12C** *Personal strengths, abilities, and goals*	**12D** *How technology impacts family life and careers* **12E** *Demands and rewards of careers*	***EKS #13 Personal Goals*** **13A** *Short-term and long-term goals in planning for the future*	**13B** *Communication skills*
Week 6	**13C** *Study skills* **13D** *Resources for educational planning*	**13E** *Career goals* **13F** *Goal achievement, decision making, planning, and management*		*Review*	*Exam*

Skills for Living

Sample Six Weeks Plan
90 minute periods

1st Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #1 How Family Relationships Affect Personal Development*** **1A** *Role of the family*		**1B** *Rights, responsibilities, and expectations of family members*		**1C** *Sibling relationships*
Week 2		**1D** *Positive family relationships* **1E** *Interdependence of family members across the life span*		***EKS #2 Personal Development and Choices in Life*** **2A** *Factors influencing personal development*	
Week 3	**2B** *Positive self-image*		**2C** *Personality traits* **2D** *Personal strengths and abilities*		**2E** *Effective leaders and team members*
Week 4		***EKS #3 Parent-Child Relationships*** **3A** *Responsibilities of parenting* **3B** *Impact of parenthood*		**3C** *Factors influencing parent-child relationships* **3D** *Changes in the parent-child relationship across family life cycle*	
Week 5	**3E** *Effects of societal and cultural patterns* **3F** *Parent-child relationships across life span*		***EKS #4 Interpersonal Relationships*** **4A** *Strategies that promote satisfying relationships* **4B** *Positive peer relationships*		**4C** *Impact of diversity on interpersonal relationships* **4D** *Effective responses to inappropriate behavior*
Week 6		**4D** *Continued* *Review*		*Test*	

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Skills for Living

Sample Six Weeks Plan
90 minute periods

2nd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #5 Principles of Communication*** **5A** *Characteristics of* **5B** *Techniques for resolving conflicts*		**5B** *Continued*		**5C** *Influence of cultural backgrounds* **5D** *Communication skills*
Week 2		***EKS #6 Child Care Practices*** **6A** *Developmental principles, factors, & activities influencing growth and development of children*		**6B** *Emergency situations* **6C** *Safety practices*	
Week 3	**6D** *Child care practices*		**6D** *Continued*		**6E** *Child abuse treatment and prevention* **6F** *Resources for protection of children*
Week 4		***EKS #7 Decision Making and Acceptance of Responsibility*** **7A** *Decision-making process* **7B** *Acceptance of responsibility in making decisions*		**7C** *Effects of personal priorities* **7D** *Implications of various decisions*	
Week 5	***EKS #8 Effective Consumer Practices*** **8A** *Goal setting* **8B** *Resources* **8C** *Planning*		**8D** *Guiding spending* **8E** *Consumer practices*	***EKS #9 Management Practices for Managing Multiple Roles***	**9A** *Teens and family members* **9B** *Management skills*
Week 6		*Review*		*Test*	

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Skills for Living

Sample Six Weeks Plan
90 minute periods

3rd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #10 Good Nutrition and Health Practices*** **10A** *Practices that promote physical and mental health*		**10B** *Dietary needs across life span* **10G** *Role of nutrition to well-being and achievement*		**10C** *Eating disorders*
Week 2		**10D** *Principles of good nutrition*		**10E** *Sources of stress* **10F** *Strategies and resources for stress management*	
Week 3	***EKS #11 Principles of Good Grooming and Positive Personal Habits*** **11A** *Good grooming habits*		**11B** *Principles of clothing selection*		**11C** *Clothing-care procedures*
Week 4		**11D** *Consumer practices for management of clothing budget* **11E** *Role of grooming and apparel practices*		***EKS #12 Occupational Opportunities*** **12A** *Career options* **12B** *Skills and educational requirements*	
Week 5	**12C** *Personal strengths, abilities, and goals* **12D** *Technology* **12E** *Demands and rewards of careers*		***EKS #13 Personal Goals*** **13A** *Short-term and long-term goals* **13B** *Communication skills*		**13C** *Study skills* **13D** *Resources for educational planning*
Week 6		**13E** *Impact of career goals* **13F** *Relationship between goal achievement, decision making, planning, & management* *Review*		*Exam*	

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Sample Six Weeks Plan
55 minute periods

________ Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					

Sample Six Weeks Plan
90 minute periods

_________ Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1		▨		▨	
Week 2	▨		▨		▨
Week 3		▨		▨	
Week 4	▨		▨		▨
Week 5		▨		▨	
Week 6	▨		▨		▨

Skills For Living

Knowledge and Skills.

(1) Family relationships and personal development.

The student explains how family relationships affect personal development.

The student is expected to:

(A) explain the role of the family in meeting needs of family members;

(B) describe rights, responsibilities, and expectations of family members;

(C) propose strategies for promoting satisfying relationships with siblings;

(D) explain how positive family relationships contribute to personal effectiveness in other settings; and

(E) explain the interdependence of family members across the life span.

1A - The student is expected to explain the role of the family in meeting needs of family members.

1) GROUP ACTIVITY

Divide the class into small groups, and have each group brainstorm the role of the family in meeting the needs of family members. Have a *Why Families Are Important* graffiti wall on which students from each group write various roles of the family. The graffiti wall can be made by hanging a large sheet of butcher paper on a classroom wall and having students use crayons for writing. After students have completed their writings about the role of the family in meeting needs of family members, have them explain their writings to the class.

KEY QUESTIONS

- Why are families important?
- How do families meet the physical needs of family members?
- How do families meet the emotional needs of family members?
- How do families meet the social needs of family members?
- How do families meet the intellectual needs of family members?
- What would society be like if families did not exist?
- How would the basic needs of individuals be met?

NOTES

2) CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Review with students the roles families play in meeting the needs of family members. Provide each student with a copy of Teaching Aid 1, ***Want Ad***. Have students develop a billboard in the form of a "want ad" for a family describing the roles families play in meeting the needs of family members. An example would be:

Wanted

A loving and caring family that provides adequate food, clothing, and shelter, provides love and affection, and teaches family members how to get along with others.

TA 1 Want Ad

Encourage students to be creative with their billboard ads by adding color, graphics, and illustrations. Post completed billboard ads around the classroom.

3) SCENARIO/CLASS DISCUSSION

Divide the class into groups, and give each group four index cards. Have groups think of examples of various individuals in a family. On each card, have them write a brief scenario of that family member's circumstances. Have groups exchange cards, evaluate each family member's situation, and brainstorm possible needs of that family

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NOTES

member and how other family members can help meet those needs. Lead groups to share and discuss their suggestions with the class.

KEY QUESTIONS

- What are examples of needs unique to various family members described by students?
- What were some ways other family members could help meet those needs?
- What negative effects might result if the individual's needs are not met?
- What positive effects might result from other family members helping meet the individual's needs?

TAAS WRITING

4) WRITTEN EXERCISE

As follow-up to previous activities, have students write a one-page essay explaining why families are important in meeting the needs of family members.

FHA/HERO ACTIVITIES

- Families First: All units
- Power of One: Family Ties
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

1B - The student is expected to describe rights, responsibilities, and expectations of family members.

NOTES

1) GROUP ACTIVITY/CLASS DISCUSSION

Have students work in groups to define *right*, *responsibility*, and *expectation*. Compile ideas on the board, a bulletin board, or transparency. Put these definitions into the context of family. Arrive at a classroom definition for each word.

Have the student groups develop a list of examples of how adolescents perceive the rights of children, the rights of parents, the responsibilities of children, the responsibilities of parents, the expectations children may have of their parents, and the expectations parents may have of their children. Have groups share their lists with the class. Using the examples from students' lists, lead a class discussion on how these perceptions might impact the welfare of family members, family strength, and strength and stability of communities and society.

KEY QUESTIONS

- What rights and responsibilities do parents have as members of a family?
- What rights and responsibilities do children (including adult children) have as members of a family?
- What rights and responsibilities do older adults (e.g., grandparents) have as members of a family?

As a follow-up, have students interview their parents or other adults regarding the expectations they have of children in their family and how their expectations change as children grow older. Ask student volunteers to share their interview results with the class.

2) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

TAAS READING

TAAS WRITING

Using library, Internet, or teacher-collected resources, have students read selected articles about families. Topics for the articles might include:

- sharing of responsibilities among family members
- family communications
- parents and other family members managing multiple roles
- multigenerational households

Have each student write a synopsis of the article and share the information with the class.

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NOTES

3) VISUAL DISPLAY

Have students work in small groups to create a visual display that reflects the rights, responsibilities, and expectations of family members listed by the class in Strategy 1. The visual displays could be presented as part of a FHA/HERO chapter activity.

TAAS READING

SOCIAL STUDIES

4) RESEARCH/ORAL PRESENTATION

Have students research rights, responsibilities, and expectations of family members in other countries. Guide each student to choose a different country to research, and encourage students to use the Internet in their search for information. Have students present an oral report comparing perceptions of rights, responsibilities, and expectations of family members in the United States to their findings for the country they researched. **Note**: If possible, have students compile and present their findings through a computer presentation such as PowerPoint.

FHA/HERO ACTIVITIES

- Families First: All units
- Power of One: Family Ties
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

1C - *The student is expected to propose strategies for promoting satisfying relationships with siblings.*

NOTES

TAAS WRITING

1) RESEARCH/WRITTEN EXERCISE

Using reference books, the Internet, or other resources, have students research the topic of sibling relationships across the life span. Have students write a summary of their findings and share the information with the class.

2) CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Open a class discussion on the advantages and disadvantages of various age differences among siblings by writing the following statement on the board or overhead, "The optimum number of years to leave between births of children is ___." Have students fill in the number they think is best and defend their responses. Ask student volunteers to look up recommendations in parenting references to share with the class.

Distribute copies of Teaching Aid 2, ***Sibling Relationships Across the Life Span***, to students. Have students complete the chart by filling in the boxes with descriptions of how they see sibling relationships at the various stages of the life span. Have student volunteers share their charts with the class. **Note**: Students who do not have siblings may wish to work with a partner in completing the chart; or divide the class into pairs so that everyone works with a partner.

TA 2 ***Sibling Relationships Across the Life Span***

KEY QUESTIONS

- What are sibling relationships like during childhood?
- How do these relationships change during adolescence?
- How would you describe the relationship between siblings during various stages of the life span?
- What can siblings do to promote improved relationships with each other?
- What can other family members do to promote positive relationships among siblings?

3) VIDEOTAPE/GROUP ACTIVITY

Show a segment of a television program that features a family with multiple siblings and the interactions among the siblings. This could be a current program or a program from the past. Have students list examples of positive and negative interactions among the siblings. Divide the class into triads. Have each triad compile a list of strategies that would improve and promote satisfying relationships with siblings. As a Families First or Community Service project, have students compile

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and edit a class list of suggested strategies for promoting satisfying relationships among siblings. Using computer applications, the completed list could be developed into a flyer or handout for dissemination to selected audiences within the community.

4) ROLE PLAY

Have students role play situations depicting various sibling relationships (e.g., brothers and sisters, sisters, brothers, twins, siblings close in age, siblings with significant age differences). Lead a class discussion about each role-play situation, and have students share ways in which the sibling relationships in each situation could be improved.

FHA/HERO ACTIVITIES

- Power of One: Family Ties
- STAR Event: Interpersonal Communications
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

1D - The student is expected to explain how positive family relationships contribute to personal effectiveness in other settings.

NOTES

1) CLASS DISCUSSION/CASE STUDIES

Display Teaching Aid 3, ***Characteristics of Positive Family Relationships***, and discuss with students characteristics of positive family relationships and how these relationships affect the way individuals respond to and handle other experiences.

TA 3 Characteristics of Positive Family Relationships

KEY QUESTIONS

- How do each of the characteristics cited on the teaching aid contribute to positive family relationships?
- How would each characteristic contribute to personal effectiveness at school? at work? in other settings?

Divide the class into small groups, and give each group a case study from Teaching Aid 4, ***Case Studies***. Have each group use an index card and write a description of how positive family relationships might affect the situation described in their case study. Have each group select a spokesperson to share their responses from the class.
Note: Collect the cards and save them for use in Strategy 2.

TA 4 Case Studies

2) WRITTEN EXERCISE/SKIT/ FHA/HERO

Review with students how positive family relationships contribute to personal effectiveness in other settings by having students list on a sheet of paper three ways these relationships contribute to personal effectiveness in other settings. Examples include:

- the ability to get along with others
- the ability to resolve conflict constructively
- reinforcement of positive feelings toward self and others

Have students form the same groups from Strategy 1 above. Give each group a case study (a different one than the one they worked on in Strategy 1) and the index card with the responses that correspond to the case study. Have each group develop and present a skit that portrays the family in the case study and exhibits how positive family relationships contribute to personal effectiveness in other settings. As an FHA/HERO chapter activity, have students present the skits to elementary students or students and parents.

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FHA/HERO ACTIVITIES

- Families First: Families Today, You-Me-Us, Meet the Challenge, Parent Practice
- Power of One: Family Ties
- STAR Events: Illustrated Talk on Positive Family Relationships, Interpersonal Communications
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

1E - The student is expected to explain the interdependence of family members across the life span.

NOTES

1) RESEARCH/CLASS DISCUSSION

Using reference books, the Internet, or other resources, have students research the topic of interdependence of family members across the life span. Lead a class discussion related to the resources and student findings.

KEY QUESTIONS

- What are examples of various ways family members depend on one another?
- How does this interdependence change as family members and family circumstances change?

2) PANEL DISCUSSION

Invite community members to be a part of a panel made up of adults of various ages. Suggested panel participants include school district personnel or parents of FHA/HERO members. Ask panel members to share with students the ways they depend on other members of their families and ways their family members depend on them.

KEY QUESTIONS

- How do family members depend upon each other?
- How does interdependence of family members change over the life span?
- How do you predict that interdependence will change in the future? Why?

3) VIDEOTAPE/TEAMWORK

Have students view a video or clip of a television family (e.g., Brady Bunch, Cosby Show, 7th Heaven, Family Ties), or have students create a story about a fictitious family. Display Teaching Aid 5a, ***The Interdependence of Family Members,*** on the overhead projector to show students an example of how family members are interdependent on one another. Divide students into pairs. Distribute two copies of Teaching Aid 5b, ***The Interdependence of Family Members***, to each pair. Have students label one copy "Present" and one copy "Future." Using the family in the video or the fictitious family, have students illustrate the interdependence of the family members and then write words that describe this interdependence. Refer to the sample family on Teaching Aid 5a.

TA 5a & 5b ***The Interdependence of Family Members***

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NOTES

Lead a class discussion about how this interdependence changes across the life span. Have each pair share their illustration with the class and then post them around the classroom.

FHA/HERO ACTIVITIES

- Families First: You-Me-Us
- Power of One: Family Ties
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

Skills For Living

Knowledge and Skills.

(2) Family relationships and personal development.

The student relates personal development to choices in life.

The student is expected to:

(A) identify factors influencing personal development;

(B) propose ways to promote positive self-image;

(C) relate personality traits to positive interpersonal relationships;

(D) determine personal strengths and abilities as they relate to choices in life; and

(E) demonstrate practices of effective leaders and team members.

2A - The student is expected to identify factors influencing personal development.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) BRAINSTORMING/GROUP ACTIVITY

Have students fold a sheet of notebook paper in half lengthwise to form two columns. They should label one column "Needs" and the other column "Wants." Have students brainstorm a list of needs and wants. Discuss with students the difference between needs and wants.

- *needs* - things individuals must have in order to survive
- *wants* - things individuals wish or have a desire for

Display Teaching Aid 6, ***Maslow's Hierarchy of Human Needs***, on the overhead projector. Have students draw the pyramid on a sheet of paper and fill in the levels of the pyramid with definitions and examples during the class discussion. Define and give an example of each need.

Divide the class into small groups. Using Teaching Aids 7-11, assign each group a different need based on Maslow's hierarchy. Using the need assigned to their groups, have students compare how small children, teenagers, adults, and older adults get their needs met. On the appropriate teaching aid for their group, have students record how such needs are met in the appropriate smaller triangles (e.g., Group #1 would have Teaching Aid 7, ***Physical Needs***, and would record in the small triangles how each age group's physical needs are met).

When students have finished recording how the needs are met for different age groups, have students cut out the large triangles, fold on the lines, and tape together to form a pyramid. Have each group present their pyramids and the way their assigned need is met by the various age groups. For each need, lead a class discussion on the similarities and differences among each age group.
Note: If desired, the triangles could be enlarged.

KEY QUESTIONS

- Are all five of Maslow's needs equally important for all age groups? Why?
- Which of Maslow's basic needs do you think is most important to teenagers? Why?
- How can teenagers take personal responsibility for meeting their own needs?
- How does having or not having each of Maslow's needs met impact personal development?

NOTES

TA 6	***Maslow's Hierarchy of Human Needs***
TA 7	***Physical Needs***
TA 8	***The Need for Safety and Security***
TA 9	***The Need for Love and Acceptance***
TA 10	***The Need for Esteem***
TA 11	***Self-actualization***

SOCIAL STUDIES

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NOTES

TA 12 Types of Development During Adolescence

2) GROUP ACTIVITY/VISUAL DISPLAY

Review with students the definition of *adolescence* (the stage of growth and development that occurs between childhood and adulthood). Display Teaching Aid 12, ***Types of Development During Adolescence***. Have students give examples of each type of development as a student volunteer lists the examples on the board.

Divide the class into five groups. Have each group select one of the types of development and prepare a poster that explains their type of development and identifies factors influencing that development. Instruct students to use references, the Internet, or other resources as sources of information. Lead students to share their posters and discuss information learned.

Guide students to compile their posters and information, along with Maslow's Hierarchy of Needs, into a visual display titled, "Factors Influencing Personal Development."

FHA/HERO ACTIVITIES

- Power of One: A Better You
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

2B - The student is expected to propose ways to promote positive self-image.

NOTES

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION/ FHA/HERO

Write the word *self-image* vertically on the board. On a sheet of paper, have students write a characteristic describing themselves beginning with each letter in the word *self-image*. Have students label their characteristics by how they view them, as desirable or undesirable. For example, the word "angry" might be used for the letter "a" and might be considered an undesirable characteristic by most individuals.

Have students read selections from reference books or other resources about self-image. Lead a class discussion on how positive and negative self-images are developed. Have students suggest ways to promote positive self-images for themselves and others. At the conclusion of the discussion, have students give a positive, desirable label to any characteristics they had previously labeled "undesirable" (e.g., re-label the letter "a" as amiable, affectionate, or appreciate own uniqueness). Encourage students to try to work toward these positive characteristics – possibly through an FHA/HERO Power of One self-improvement project, A Better You.

2) WRITTEN EXERCISE

TAAS WRITING

Have students write a magazine article about someone who has influenced the self-image of another. Provide students with examples such as how Ann Sullivan, as a teacher, positively influenced the self-image of Helen Keller. Other examples include a family member, friends, a teacher, a minister, a neighbor, a scout leader, a coach, or a community volunteer. Students may write about themselves or another person if they wish. Have students use the Internet and library resources to gather information as needed.

Have students use computer word processing software to write and print their articles if available. Ask student volunteers to share their stories with the class.

3) CLASS DISCUSSION/BRAINSTORMING

TAAS READING

Lead a class discussion on the role others play in the development of one's self-image. Have students brainstorm ways other people (i.e., family members, friends, neighbors, teachers) can foster a positive self-image in a person. Have students read resource information about the role others play in the development of a positive self-image.

NOTES

4) GROUP ACTIVITY

Pass a roll of toilet tissue around the classroom, and instruct students to tear off as many squares as they think they will need. (Do not inform students as to why they will need the paper.) Students must say one positive thing about themselves and one positive thing about someone else for every square they have. Point out that identifying positive traits and characteristics in themselves and others helps promote positive self-image. **Note**: This activity is ideal for FHA/HERO meetings.

5) VISUAL DISPLAY

Have students create visual displays depicting ways to promote positive self-image. Students may draw, cut pictures from magazines, or use other creative art forms. Have students display their products around the school to emphasize the importance of positive self-image.

6) VIDEOTAPE

Have students view a videotape emphasizing self-image in young adolescents, such as *Who Is the Me In Me?*, available from the Home Economics Curriculum Center. Have students summarize in writing three key points learned from the videotape.

FHA/HERO ACTIVITIES

- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life* Module 1A, "Self-esteem."

VIDEOTAPE

Who Is the Me In Me?, available from the Home Economics Curriculum Center.

2C - The student is expected to relate personality traits to positive interpersonal relationships.

NOTES

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) CLASS DISCUSSION/GROUP ACTIVITY

Lead a class discussion about personality development and how personality traits affect relationships with others. Have students develop a class list of personality traits that are accepted favorably by others and another list of those traits that are not accepted favorably by others. Divide the class into groups and play charades. Instruct each group to portray various personality traits through charades. Have students identify the traits being portrayed in each charade. Ask students to describe how each trait might affect interpersonal relationships.

2) CLASS DISCUSSION/INDIVIDUAL ACTIVITY

TA 13 ***Personality Traits***

Have students use classroom resources to determine a definition for the term *personality*. Display Teaching Aid 13, ***Personality Traits***, on the overhead projector as examples of personality traits. Discuss with students how heredity and environment affect one's personality and the development of personality traits. Emphasize to students how personality traits affect interpersonal relationships.

TA 14 ***My Personality***

TAAS WRITING

Have students complete Teaching Aid 14, ***My Personality***, by rating how frequently they demonstrate various traits. On the back of the sheet, have students summarize in a paragraph how they view their personality. Lead students to suggest how undesirable personality traits can be changed to desirable ones, and how the change can positively impact interpersonal relationships.

3) INDIVIDUAL ACTIVITY

Have students create a "personality critter" by following these instructions:

- Fold a solid color piece of paper in half lengthwise.
- Write your name in cursive on one side of the folded paper with the fold at the top.
- Cut around your name on the edge opposite the folded edge.
- Open the paper. Using the newly formed shape, develop a critter" that you think represents you. Draw in features, and color the critter.
- When flipped over, your name is written on one half of the critter. On the half that is still blank, list your personality traits.

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NOTES

FHA/HERO ACTIVITIES

- Power of One: A Better You
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

2D - *The student is expected to determine personal strengths and abilities as they relate to choices in life.*

NOTES

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) WRITTEN EXERCISE/CLASS DISCUSSION

Have students jot down examples of personal "strengths" and "abilities." Examples might include:

- Strengths: organized, good time manager, good listener
- Abilities: artistic, good writer, creative, mechanical

Distribute a copy of Teaching Aid 15, ***Strengths and Abilities***, to students. Have students list their personal strengths and abilities in the two columns.

*TA 15 **Strengths and Abilities***

KEY QUESTIONS

- How difficult was it for you to list your strengths and abilities?
- Why is this difficult?
- What types of choices do you make on a daily basis?
- What types of choices do adolescents make during the teen years?
- How do personal strengths and abilities relate to choices individuals make in life?

Have students complete the three boxes labeled, "Present, 10 Years, and 25 Years" on the worksheet by describing how they predict their personal strengths and abilities will affect choices made now, in 10 years, and in 25 years.

2) GUEST SPEAKER/ FHA/HERO

Invite a school counselor or community representative, such as a YMCA Director, Boy's Club or Girl's Club Director, etc., to speak to the class about the relationship between personal strengths and abilities and choices in life. Have students write questions for the speaker on index cards and present these to the speaker prior to the presentation. This could be a program for a FHA/HERO chapter activity.

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3) RESEARCH/GROUP ACTIVITY/PRESENTATION

Divide the class into small groups. Assign each group an individual to research who relied on personal strengths and abilities as they made choices in their own lives. Examples of notable persons include: Mother Theresa, Colin Powell, Helen Keller, Evita Peron, George Washington

TAAS READING

SOCIAL STUDIES

NOTES

Carver, Albert Einstein, Bill Gates, Sammy Sosa, Jackie Joyner-Kersee, Debbi Fields, and Martin Luther King. Have students name other individuals that they would like to research.

Using the Internet, library resources, and classroom resources, have students research their assigned individual to better understand how that individual relied upon personal strengths and abilities in making life choices. Have each group prepare and give a presentation that tells the story of the individual researched.

4) FHA/HERO PROJECT

Have students conduct a Power of One: A Better You or Take the Lead project. Have students identify a personal strength they would like to develop, such as being more organized. Each student can develop a personal action plan to achieve the identified goal. Work with students to develop a timeline and help them evaluate their own progress.

FHA/HERO ACTIVITIES

- STAR Events: Illustrated Talk; Chapter Service Project
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

2E - The student is expected to demonstrate practices of effective leaders and team members.

NOTES

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) RESEARCH/WRITTEN ACTIVITY/CLASS DISCUSSION

Lead students to brainstorm the names of famous leaders. Have each student use the Internet and library resources to research the life of a famous leader to determine characteristics and practices that made the person a leader. Examples might include: Florence Nightingale, Clara Barton, Dwight Eisenhower, George Patton, Colin Powell, Franklin Roosevelt, Eleanor Roosevelt, Abraham Lincoln, Martin Luther King, Barbara Jordan, Norman Swartzkoff, and Mother Theresa. Have students prepare a written paper describing the accomplishments that qualified the individual as a "leader" and characteristics and practices exhibited. Lead students to share and discuss their papers.

TAAS READING

SOCIAL STUDIES

TAAS WRITING

KEY QUESTIONS

- Why were the various individuals considered leaders?
- What leadership characteristics and practices were exhibited?
- Why do some people want to be, or not want to be, leaders in certain situations?
- What seems difficult about being a leader? What seems easy?

2) TEAMWORK/DEMONSTRATION/CLASS DISCUSSION

Write the terms *leader* and *team member* on the board or overhead. Ask students to explain how being a leader and team member are similar and how they are different. Display Teaching Aid 16, ***An Effective Team Member...***. Lead students to give examples of characteristics cited and to list additional characteristics and practices of an effective team member.

TA 16 An Effective Team Member...

Divide the class into groups. Instruct each group to work together as a team to prepare and present a demonstration of at least two examples of effective practices of team members. Following the demonstrations, have students use Teaching Aid 17, ***My Performance As a Team Member***, and Teaching Aid 18, ***Group Teamwork Evaluation***, to rate individual and group effectiveness during the teamwork activity. Lead a class discussion on the importance of teamwork and ways to improve effectiveness as a team member.

Note: *Skills for Life* Module 4B, "Leadership," provides background information, as well as suggested activities and teaching aids for the concepts of leadership and teamwork.

TA 17 My Performance As a Team Member

TA 18 Group Teamwork Evaluation

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NOTES

KEY QUESTIONS

- What is a team?
- What is the difference between an effective team member and an ineffective team member?
- What are some ways in which one can be an effective team member?
- Why is being an effective team member as important as being an effective leader?

TA 19 Practice Makes Perfect!

3) INDIVIDUAL ACTIVITY/ FHA/HERO

Have students write down activities this week where they will participate as a leader or team member. Ask each student to select one of the activities as an opportunity to practice effective leadership/teamwork skills. Have them use Teaching Aid 19, ***Practice Makes Perfect!***, as a guide for practicing and evaluating their skills. **Note**: An alternate activity would be to have students complete a Power of One: Take the Lead or Leaders at Work project on improving personal leadership skills.

4) FHA/HERO

Have students plan and present a program on how to be effective leaders and team members. This could be presented at a school assembly or in a pep rally format. Have students include demonstrations of effective leadership and teamwork practices.

FHA/HERO ACTIVITY

- STAR Event: Parliamentary Procedure
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life* Module 4B, "Leadership."

Skills For Living

Knowledge and Skills.

(3) Family relationships and personal development.

The student implements strategies that promote positive parent-child relationships across the life span.

The student is expected to:

(A) describe the responsibilities of parenting;

(B) summarize the impact of parenthood on individuals and families;

(C) explain factors influencing parent-child relationships;

(D) identify changes in the parent-child relationship at different stages in the family life cycle;

(E) describe the effects of societal and cultural patterns on parenting roles; and

(F) analyze concepts and skills related to parent-child relationships across the life span.

3A - The student is expected to describe the responsibilities of parenting.

NOTES

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

As a focus activity, ask students the following questions:

KEY QUESTIONS

- How many of you think that parenting will be a fun experience?
- What makes you think this?
- How many of you think that being a parent is a big responsibility that requires time, energy, and money?
- What makes you think this?
- When you think of the responsibilities of parenthood, what is the first thing that comes to mind?

TA 20 ***Responsibilities of Parenting***

TAAS READING

Distribute copies of Teaching Aid 20, ***Responsibilities of Parenting***, to students and also display it on the overhead projector. Have students consult reference books to complete the worksheet; instruct students to list the responsibilities of parenting in the left column and give examples of each in the right column. Lead students to share their responses and develop a class list of parenting responsibilities on the transparency. Instruct students to add to their own lists as the other students share.

Have several student volunteers prepare a poster of the class list of parenting responsibilities. Tell students that this is part of a showcase or bulletin board on responsibilities of parenting.

2) GROUP ACTIVITY

Ask students the following question: If a person had to have a license in order to become a parent, what should the requirements be? Have students work in groups to create a "Parent's License." Tell them to consider the responsibilities discussed in Strategy 1, along with any other requirements they consider important. Lead students to share and discuss their group's product.

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3) ORAL PRESENTATION/VISUAL DISPLAY

Have students collect newspaper and magazine articles related to issues surrounding the responsibilities of parenting. Students may use home and library resources or the Internet to locate articles. Topics might include: dual roles of parent and wage-earner, financial impact of parenting, child guidance, schooling, stress, etc. After all the articles have been collected, group the articles by topic.

NOTES

Divide the class into small groups. Assign each group one of the topics, and give them the article(s) for that topic. Have each group prepare an oral presentation on their topic and visual aids to use during the presentation. Using the visual aids, along with the class list prepared in Strategy 1, lead students to prepare a bulletin board or showcase on "The Responsibilities of Parenting."

FHA/HERO ACTIVITIES

- Families First: Families Today, Balancing Family and Career
- Power of One: Family Ties
- STAR Events: Illustrated Talk, Focus on Children
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life* Module 7D, "Parenting: What's It All About?"

3B - *The student is expected to summarize the impact of parenthood on individuals and families.*

NOTES

TA 21 Impact of Parenthood on Individuals and Families

1) INDIVIDUAL ACTIVITY/INTERVIEW

Distribute copies of Teaching Aid 21, ***Impact of Parenthood on Individuals and Families,*** to students. Have students list ways in which parenthood impacts each of the following areas: time, energy, money, and careers. After students have finished, lead a class discussion on the ways parenthood impacts individuals and families.

Have students interview a parent regarding the impact of parenthood; if possible, have students interview parents at different stages of parenting. As a class, develop a list of interview questions. Some sample interview questions include:

- How has parenthood impacted your daily life?
- How has parenthood impacted your career?
- What are some of the financial impacts of parenthood?

Have students share their interview results with the class.

2) PANEL DISCUSSION

Invite a panel of parents and/or grandparents to discuss the rewards and demands of parenthood with the class. Include school-aged parents in the panel. Use questions such as the following to dialogue with panelists.

KEY QUESTIONS

- What are some of the rewards of being a parent?
- What are some of the demands of being a parent?
- How did your life change after the birth of your first child?
- What are the financial costs of raising a child?
- What resources (e.g., extended family members, neighbors, child care facilities) did you depend on to help you with home and parenting responsibilities?
- What advice would you give to someone considering having a child?

3) GROUP ACTIVITY

Lead a class discussion about financial considerations when deciding to parent. Divide the class into six groups, and have students use classroom and library resources and the Internet to research the costs of the following:

- Medical expenses of having a baby
- Clothing expenses (i.e., diapers, clothing, laundry)
- Food expenses (i.e., formula, bottles, baby food)
- Furnishings (i.e., crib, bedding, high chair, stroller)

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- Health care (i.e., doctor visits, medicine, baby care products)
- Additional expenses (i.e., transportation, insurance, toys)

Have students use computer software to develop a short report on the financial impact of parenthood on individuals and families for their assigned group topic. Lead students to share and discuss findings.

4) PROJECT

Have students participate in a simulated parenting project by taking care of a computerized doll, flour baby, or hard-cooked egg for a specified period of time. Instruct students that they are responsible for the "baby's" care, protection, shelter, attention, and supervision. Have each student keep a journal detailing reactions and experiences with the "baby." Structure the experience so that students receive "babies" with individualized characteristics such as low birth weight, colic, premature, twins, etc. During the simulated parenting experience, have students summarize their reactions and experiences at the beginning of each class period. **Note**: Follow local district policies to obtain administrative approval and support before undertaking the project.

KEY QUESTIONS

- What parental rewards did you experience?
- What parental demands or frustrations did you experience?
- What situations occurred that you were not prepared to handle?
- What difficulties, if any, did you have in meeting the expectations of yourself as a parent?
- In what areas of parenting do you need additional knowledge and experience?
- Has your attitude toward parenthood changed since this simulated experience? How has it changed?

FHA/HERO ACTIVITIES

- Families First: Parent Practice
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

3C - The student is expected to explain factors influencing parent-child relationships.

NOTES

Note: To help all students be able to relate to this topic, you may need to introduce the concept that sometimes the "parent" role may be assumed by others – i.e., guardian, grandparents, siblings, aunts/uncles.

1) VIDEOTAPE/CLASS DISCUSSION

Show videotaped clips of television programs that feature interactions between parents and their children. Have students make note of specific parent and child behaviors that affect the parent-child relationship. Lead a class discussion about factors that influence parent-child relationships.

KEY QUESTIONS

- What did you observe about the parent-child relationships in the videotape?
- What parenting behaviors did you observe? (e.g., patience, guidance, love and acceptance, teaching)
- How did the child (or children) respond to each of these behaviors?
- What behaviors did you observe in the children?
- How did the parents respond?
- How did the various behaviors of parents and children influence the parent-child relationships?

2) CLASS DISCUSSION/GROUP ACTIVITY

Lead students to list and discuss factors that influence parent-child relationships. Ask a student volunteer to record the list on the board or overhead. Examples might include the following:

- age of child
- stage of the family life cycle
- behaviors of the parent
- behaviors of the child
- various circumstances impacting individuals and the family (i.e., roles and responsibilities of family members, family structure, resources available, health of family members, stressful situations or crises)

Display Teaching Aid 22, ***Parents: Ways to Promote Positive Parent-Child Relationships***. Have students work in pairs to determine how each suggestion could positively impact parent-child relationships. As you discuss each factor, have each pair of students share their responses.

TA 22 Parents: Ways to Promote Positive Parent-Child Relationships

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Point out that both parents and children have responsibility for nurturing and promoting positive parent-child relationships. When a child is an infant, the total responsibility for nurturing the relationship obviously falls on the parent. As the child grows and develops, he or she becomes increasingly responsible for mutually promoting the parent-child relationship.

TA 23 ***Children: Ways to Promote Positive Parent-Child Relationships***

Display Teaching Aid 23, ***Children: Ways to Promote Positive Parent-Child Relationships***. Provide each pair of students with a copy of the blank teaching aid, and have them create a list of suggestions to help children (such as themselves) promote positive relationships with their parents/guardians. Have students consider suggestions they discussed for parents, because many of them will apply mutually to children. Lead student pairs to share and discuss their responses, and display copies of their completed worksheets.

FHA/HERO ACTIVITIES

- Families First: You-Me-Us; Parent Practice
- STAR Events: Illustrated Talk, Interpersonal Communications
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** Section.

RESOURCES

3D - *The student is expected to identify changes in the parent-child relationship at different stages in the family life cycle.*

1) RESEARCH/TEAMWORK/SKIT

Display Teaching Aid 24, ***Family Life-cycle Stages***, on the overhead projector, and briefly describe each stage of the family life cycle. Divide the class into nine teams representing the following:

- Beginning stage (adjustment to married life)
- Childbearing stage (birth of children)
- Parenting stage: Toddler
- Parenting stage: Preschooler
- Parenting stage: School age
- Parenting stage: Adolescent

(family life revolves around children)

- Launching stage: (children leave home)
- Mid-years stage: (parents refocus on their relationship; they may become grandparents; height of careers)
- Aging stage: (retirement, grandparenting, travel, hobbies)

Have each team use reference books, the Internet, or other resources to research their assigned stage of the family life cycle. Instruct teams to write a description of the parent-child relationship during their assigned stage and include the ways the relationship has changed from the previous stage of the family life cycle. Have each team read their description to the class and present a skit that depicts the parent-child relationship during their assigned stage. Distribute copies of Teaching Aid 25, ***Changes in Parent-Child Relationships***, to students. Instruct students to take notes during the presentation so that their worksheet will be completed at the conclusion of all the presentations.

2) WRITTEN EXERCISE

Using information learned in Strategy 1, have students use word-processing software to write a short essay that identifies and describes the ways in which the parent-child relationship changes as a child grows through stages of childhood. Tell students the essay can be written from their personal perspective, from the perspective of someone they know well, or can be fictional. Also, point out that in the parent-child relationship, the "parent" is the person who assumes the parenting role, whether parent, guardian, sibling, aunt/uncle, etc. In the last paragraph of the essay, have students predict ways the relationship with parents will change as the child reaches adulthood and goes through the stages of the family life cycle.

3) VISUAL DISPLAY

Divide the class into groups, and assign each group one stage of the family life cycle. Have each group create a collage of pictures depicting

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TA 24 ***Family Life-cycle Stages***

TA 25 ***Changes in Parent-Child Relationships***

TAAS WRITING

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positive interactions between parents and children at the assigned stage. Have groups label their collage, and display all collages.

FHA/HERO ACTIVITIES

- Familes First: Families Today; You-Me-Us; Parent Practice
- Power of One: Family Ties
- Youth Exchanging with Seniors
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

3E - The student is expected to describe the effects of societal and cultural patterns on parenting roles.

NOTES

1) CLASS DISCUSSION/ROLE PLAY

Provide students with copies of Teaching Aid 26, ***How Societal and Cultural Patterns Affect Parenting Roles***. Have students read the handout prior to a class discussion on the effects of societal and cultural patterns on parenting roles. Have students name additional societal or cultural patterns and their effects on parenting roles.

TA 26 How Societal and Cultural Patterns Affect Parenting Roles

TAAS READING

SOCIAL STUDIES

Tell students that they are going to stage a "talk show." Students will participate through the following roles:

- Talk show host: This person will make sure that all topics are covered in the allotted "TV time."
- Experts: These students will each research the effects of one of the societal or cultural patterns on parenting roles.
- Guests: These 3-5 students are seeking advice and information from the experts. They should prepare questions in advance of the show.
- Audience: All remaining students in the class will be the audience. After the guests have had their questions answered, the host will circulate through the audience to take additional questions.

Audience members and guests will preside over a "review session of what they learned" at the conclusion of the activity.

2) GROUP ACTIVITY/CASE STUDIES

Divide the class into groups. Have each group develop a case study about a societal or cultural pattern and its effect on parenting roles. In addition to examples from Strategy 1, students may refer to such factors as family traditions, celebrations, and influences of extended family. Have each group write their case study on large index cards or notebook paper.

SOCIAL STUDIES

Have groups exchange case studies. Instruct each group to read the new case study and answer the following questions:

- What was the effect on parenting roles in this case study?
- Was the effect on parenting roles related to a societal or a cultural pattern?
- How were other family members affected?
- Why is it important to study about the effects of societal and cultural patterns on parenting roles?

3) INTERVIEW

Have students interview parents (their parents, grandparents, or anyone who is a parent) regarding how societal and cultural patterns

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have affected their role as a parent. Have students develop interview questions as a class. Have students report their findings to the class.

KEY QUESTIONS
- What did you learn from the interview?
- What awareness did these parents have of societal and cultural patterns and their effect on parenting roles?
- How will this new knowledge about the effects of societal and cultural patterns on parenting roles help you now?
- How will this new knowledge help you in the future?

4) GUEST SPEAKER/ FHA/HERO

Invite a student who has participated in the Japanese Exchange Program, or an exchange student attending your school, to share information about cultural patterns of parenting in his or her country.

FHA/HERO ACTIVITIES

- Families First: Parent Practice
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

3F - The student is expected to analyze concepts and skills related to parent-child relationships across the life span.

NOTES

TA 27 The Life Span

1) VISUAL DISPLAY/CLASS DISCUSSION

Provide students with a copy of Teaching Aid 27, ***The Life Span***. Have students fill in the age divisions for each period in the human life span as you briefly describe each period. Age divisions are as follows:

- Prenatal – conception through birth
- Infancy – the first two years
- Early Childhood – 3-5 years
- Middle Childhood – 6-11 years
- Early Adolescence – 12-14 years
- Middle/Late Adolescence – 15-19 years
- Early Adulthood – 20-39 years
- Middle Adulthood – 40-65 years
- Late Adulthood – over 65

Guide students in creating a life span mural. Have students divide the mural into segments representing periods in the life span and draw or paste pictures of individuals within that segment. Keep the mural on display throughout the unit relating to life span.

2) PANEL DISCUSSION

Invite a panel of individuals at various stages of adolescence through late adulthood to discuss concepts and skills related to parent-child relationships across the life span. Ask panelists to prepare in advance to discuss such key questions as those below.

KEY QUESTIONS

- At your stage of life, what concepts and skills are most needed in relating successfully to parents and/or children?
- How have needed concepts and skills changed from earlier stages?
- What concepts and skills seem to be needed at all stages?
- For those in middle or late adulthood, what special challenges are involved in maintaining simultaneous relationships with children and aging parents?
- What concepts and skills would you recommend that adolescents work on developing to maintain present and future parent-child relationships?

3) SYMPOSIUM

Divide the class into four teams:

- Communication skills
- Conflict resolution skills
- Interpersonal skills
- Nurturing skills

NOTES

Have each team use classroom and library resources to gather information on how their skill affects parent-child relationships across the life span. Tell students to refer to the life span mural in compiling the information for presentation.

Set up a table in the front of the classroom with enough chairs for a team. For example, the "Communication" team goes first and all members of the "Communication" team sit at the table. Each team member addresses the audience by saying, "I'm communication and I'm related to parent-child relationships across the life span in the following way..." The team needs to have divided up information ahead of time so they do not duplicate what another team member says.

TAAS WRITING

Give each student four index cards. Tell students to label the cards: Communication Skills, Conflict Resolution Skills, Interpersonal Skills, and Nurturing Skills. Students in the audience are to ask questions of the panel and then summarize in writing on the appropriate index card what they learned from the panel. When the Communication team has responded to all the questions, then the Conflict Resolution team would go to the table and so on. Tell students to keep their index cards for future reference or create a visual display with the cards.

4) READING/CLASS DISCUSSION

Review with students how parenting roles and responsibilities change at different stages of the life cycle. Read aloud to the class the children's book, such as *Love You Forever*, by Robert Munsch. Lead a class discussion about the changes in the roles and responsibilities of both the parent and the child in the story.

FHA/HERO ACTIVITIES

- Families First: Families Today; Parent Practice
- Power of One: Family Ties
- STAR Event: Interpersonal Communications
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Munsch, Robert, 1995. *Love You Forever.*

Skills For Living

Knowledge and Skills.

(4) Family relationships and personal development.

The student demonstrates behaviors that contribute to satisfying interpersonal relationships.

The student is expected to:

(A) describe strategies that promote satisfying relationships among friends;

(B) determine personal characteristics that promote positive peer relationships;

(C) explain how diversity impacts interpersonal relationships; and

(D) propose effective responses to inappropriate behavior in interpersonal relationships.

4A - *The student is expected to describe strategies that promote satisfying relationships among friends.*

NOTES

1) CLASS DISCUSSION/VISUAL DISPLAY

As an opening focus activity, draw a large circle on the board or overhead. Label the circle as "acquaintances." Inside that circle draw a smaller circle; label it "friends." Inside that circle draw a yet smaller circle; label it "best friends." Emphasize that we have very few best friends in a lifetime, and we need to learn to nurture our friendships.

Lead a class discussion on basic qualities of a friendship including trust, affection, respect, and loyalty. Give students a large sheet of construction paper, and have them create a "friendship poster" using pictures or phrases from magazines or their own creativity. Instruct students to make sure that their poster depicts several qualities of friendship. Let students circulate to view all posters. Lead students to share and discuss their resulting impressions.

2) WRITTEN EXERCISE/ FHA/HERO

Write the following statement on the board: "To have a friend, be a friend." Give each student an index card, and ask students to write the meaning of the statement on their card along with two strategies that promote good relationships among friends. Collect the cards and read the meanings aloud. Then have one student list the strategies on the board as you read them aloud. Lead a class discussion about what it means to be a good friend and ways to promote satisfying relationships among friends.

KEY QUESTIONS

- What strategies promote satisfying relationships among friends?
- Why do these strategies promote satisfying relationships?
- What kinds of behavior tear down or interfere with relationships among friends? Why?

Ask each student to write down three ways that he or she can become a better friend. Students could implement their own suggestions through a Power of One: A Better You self-improvement project.

FHA/HERO ACTIVITY

- STAR Event: Interpersonal Communication

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NOTES

RESOURCES

4B - The student is expected to determine personal characteristics that promote positive peer relationships.

NOTES

1) BRAINSTORMING/WRITTEN EXERCISE/GROUP ACTIVITY

Have students brainstorm and list personal characteristics that promote positive peer relationships. The list might include:

- friendly
- trustworthy
- loyal
- willing to share
- flexible
- cooperative
- thoughtful
- respectful of others
- responsible
- punctual

Have students identify television programs that feature teenagers. Ask students to give examples of personal characteristics from the television roles that the actors portray. Have students identify those characteristics that promote positive peer relationships and explain why, as well as pointing out characteristics that seem to tear down relationships.

Divide the class into groups. Have each group compose a brief script for a television sitcom illustrating personal characteristics that promote positive peer relationships. Have students use computer word processing programs to write their script. Following teacher evaluation of the scripts, have groups act out their sitcom script.

TAAS WRITING

2) PROJECT/CLASS DISCUSSION

Have students assume the role of greeting card designers for a greeting card company. Have each student design a friendship greeting card complete with art and verse. Encourage students to use computer software for designing their cards; however, the ideas and verse must be original. Display the cards, and allow students to view all cards. Lead students to discuss characteristics of friendship. Point out how individuals can communicate friendship and strengthen peer relationships through the written word.

Note: Selected cards might be compiled into a set and printed for students to use or sell as a fund-raising project.

TAAS WRITING

KEY QUESTIONS

- What personal characteristics are most important to you in choosing friends? Why?
- What differences exist in your relationships with your friends?
- What is meant by the word "thoughtful"?
- How is thoughtfulness important to peer relationships?
- What are personal characteristics that can harm relationships with friends?

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3) GUEST SPEAKERS

Many schools have a PAL group (Peer Assisted Leadership), where students are trained to help other students with problems, crises, peer relations, etc. If you have access to this resource, invite trained students to give a 20-30 minute presentation to the class over ways to promote positive peer relationships. If your school does not have a similar group, FHA/HERO members might prepare such a program for presentation as a community service project.

FHA/HERO ACTIVITIES

- Power of One: A Better You; Take the Lead
- STAR Event: Interpersonal Communications

RESOURCES

4C - The student is expected to explain how diversity impacts interpersonal relationships.

NOTES

SOCIAL STUDIES

1) CLASS DISCUSSION/GROUP ACTIVITY

Write the word *diversity* on the board followed by this definition: *Diversity*: the condition of being diverse; differing from one another. Have students brainstorm and list ways individuals are different. Some examples of ways individuals are different include:

- age
- gender
- education
- priorities
- likes and dislikes
- interests
- skills and abilities
- ethnicity
- family structure
- eye color
- where they live (i.e., region, urban, rural, suburban)

Through class discussion, lead students to develop an understanding of diversity, or differences, and how these differences can impact interpersonal relationships. Lee Minor shares the example of how teams (of any kind: sports, business, volunteer) are made stronger by diversity.

> *A football team made up of eleven quarterbacks, no matter how great they might be, is destined to lose. A winning football team needs tackles, guards, ends, running backs, kickers, etc. A winning team must be made up of people with diverse talents who are able to handle diverse situations. It is the combination of these diverse talents that makes teams strong.*

Have students give examples of how an understanding and appreciation of differences can make interpersonal relationships more rewarding. (e.g., The school newspaper staff needs students with different abilities: some who can write, some who can edit, some who can design page layout, some who can do the photography, etc. Without all of them, the newspaper would never be published.)

Divide the class into small groups and give a copy of Teaching Aid 28, ***Alike and Different***, to each student. Have the groups work through the first part of the exercise together; then have each student complete the bottom section individually.

TA 28 ***Alike and Different***

KEY QUESTIONS

- What is meant by diversity?
- How were the group members alike?
- How were the group members different?
- How do these similarities and differences make your group stronger?
- How do these differences impact interpersonal relationships among individuals?
- How does an appreciation of differences help to strengthen interpersonal relationships?

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NOTES

TAAS WRITING

2) WRITTEN ACTIVITY/CLASS DISCUSSION

Ask students to write the word *stereotype* at the top of a sheet of paper. Ask students to consult reference books and write down the following:

- a definition of *stereotype*
- ways stereotypes can harm relationships
- suggestions for avoiding stereotypical thinking

Lead students to share and discuss their responses. Include in the discussion possible consequences of stereotypical thinking and insensitivities.

Note: You might introduce the concept in a light way, by asking students a question such as, "What kind of music do you think I listen to?" (or another question that will reveal something different from what students might typically "assume" about a teacher or individual of a particular age).

3) PANEL DISCUSSION

Invite officers and members of community organizations to participate in a panel discussion on how diversity impacts interpersonal relationships. Prior to the class, share with the panel members what students have been learning about diversity, including the list of ways individuals are different. Ask the panel members to share examples with students of how the differences in people within their organizations strengthened the group or enabled them to tackle a difficult task or challenge successfully.

FHA/HERO ACTIVITIES

- STAR Events: Illustrated Talk, Interpersonal Communications

RESOURCES

PUBLICATION

Minor, Lee and Judy, 1999. "Celebrating Differences." *Essentials for Home Economics Education: The Cornerstone*.

4D - The student is expected to propose effective responses to inappropriate behavior in interpersonal relationships.

NOTES

1) CLASS DISCUSSION/PROJECT

Lead a class discussion on effective strategies that teens can use in saying "no" to peer pressure. Have a student volunteer write class responses on the board. Examples of strategies include:

- Avoid making excuses. Take a stand and simply state your decision (e.g., "No, it's illegal.").
- Use effective body language to communicate your firm decision.
- Avoid arguments and angry responses. Say "No, I'm not going to get into trouble and ruin my future by doing something like that."
- Suggest an alternative activity that is acceptable to you.
- Avoid "hanging around" with the person or group who pressures you. True friends will not encourage you to do something that is wrong or with which you are not comfortable.
- Avoid using humor to deal with the situation. Let others know that you are serious about standing up for what you believe is right.

Guide students to compile and edit the class responses. Using computer software, have student volunteers format the responses into a flyer or handout students can keep for future use or share with friends.

2) SKIT/CLASS DISCUSSION

Divide the class into small groups, and have each group create a skit based on one of the following scenarios:

- A friend insists that you go riding in a car, which is not allowed by your parents.
- A friend encourages you to go to a party instead of finishing your English paper.
- A friend wants you to skip school.
- Some friends invite you to drink alcohol at their home while their parents are away.
- Some friends want you to join them in wearing articles of clothing that violate the school dress code.
- A friend wants you to go smoke cigarettes after school.
- A friend dares you to do something.

Have each group present their skit to the class. Instruct students to include effective responses to inappropriate behavior in their skits. After each presentation, lead students to discuss each situation, effective responses presented, and suggestions for other effective responses that might have been used. Help students analyze possible consequences that might have resulted from each situation if the individual had given in to peer pressure instead of resisting.

Note: As an FHA/HERO chapter activity, members could perform the skits for older elementary students.

NOTES

KEY QUESTIONS

- What strategies were used?
- Why were these strategies effective?
- What additional strategies might have worked in this situation?
- What consequences might have resulted in each scenario if the teen had given in to peer pressure?
- How can more teens learn how to effectively deal with peer pressure?
- What would be the result if more teens felt confident dealing with peer pressure effectively?
- How are these same strategies useful in other situations?

3) PROBLEM SOLVING

TAAS WRITING

Have students write a letter to an advice column for teens, "Dr. Bert, The Expert." Their letters should be seeking advice for how to handle different situations involving peer pressure. Collect the letters. After screening the letters, mix them up and give each student a new letter to answer. Tell students that they are each to assume the role of "Dr. Bert, The Expert" when responding to the letter. After screening responses, have student volunteers share selected letters and responses.

KEY QUESTION

- Other than "Dr. Bert," what resources and expertise are available to young people wanting to effectively respond to inappropriate behavior? (e.g., parents, teachers, counselors, religious leaders, religious organizations, school and community youth groups)

FHA/HERO ACTIVITIES

- Power of One: A Better You
- STAR Events: Illustrated Talk, Interpersonal Communications
- Families First
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

Skills For Living

Knowledge and Skills.

(5) Family relationships and personal development.
The student applies principles of effective communication.

The student is expected to:

(A) describe characteristics of effective communication;

(B) demonstrate techniques for resolving conflicts, including assertiveness techniques and refusal skills;

(C) explain how cultural background influences patterns of communication; and

(D) practice communication skills appropriate for various relationships and occasions.

5A - *The student is expected to describe characteristics of effective communication.*

NOTES

1) GROUP ACTIVITY

Read a copy of the day's announcements aloud to the class (do not tell them the lesson is on communication). Select a student to restate what was said.

KEY QUESTIONS
- Was the communication effective? Why?
- Did you understand the message?
- Were you able to recall all of the details of the message? Why?
- Were there any barriers to communication? Explain.

Display Teaching Aid 29, ***Characteristics of Effective Communication***, on the overhead projector. Have several student volunteers explain why each of these characteristics promotes effective communication. Lead students to add additional characteristics to the list.

TA 29 Characteristics of Effective Communication

Cut the statements apart on Teaching Aid 30, ***It Matters How You Say It!***, and give six students one statement each. Instruct the students to read the statement emphasizing the underlined word for the intent described in the parentheses. Have class members identify the emotion that was used for each statement. Lead a class discussion on how the effectiveness of verbal communication is influenced by tone of voice and how voice is used to place emphasis on the message.
Note: Extend the activity by having students generate additional statements that can be similarly varied.

TA 30 It Matters How You Say It!

2) GROUP ACTIVITY/OBSERVATION

Use the activity described in Teaching Aid 31, ***The Story***, to demonstrate and discuss characteristics of effective communication.

TA 31 The Story

KEY QUESTIONS
- How well did members of group #1 recall the story?
- Were they able to remember details?
- How was the effectiveness of communication limited by not being able to ask for details or clarification?
- How does two-way communication impact the effectiveness and clarity of the message being communicated?
- What differences existed between the way the members of group #1 and group #2 told the story?
- What conclusions can you draw about effective communication?
- What are characteristics of effective communication?

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NOTES

As an additional activity to emphasize the limits of one-way communication, have pairs of students sit back to back. Give one student in each pair an abstract drawing, and ask the student to instruct the partner how to draw the same figure. The "drawer" may not speak or ask questions. Have students share the results of their activity. Then, have students change roles between instructor and drawer, and give the pairs another drawing. Only this time, the drawer may ask questions to clarify instructions. Prepare a display of some of the drawings from each exercise. **Note**: This can also be done using a small structure made of interlocking blocks instead of abstract drawings.

3) RESEARCH/ORAL REPORT

TAAS READING

Have students select a topic related to effective communication to research and prepare an oral presentation. Have students use reference books, the Internet, or other resources to complete the assignment. Work with students to ensure that a variety of topics are covered. Examples of topics might include the following:

- verbal communication
- "I" and "You" messages
- effective listening
- overcoming communication barriers
- nonverbal communication
- body language
- written communication

Have students present their oral presentations to the class, using any visual aids or prompts that would clarify understanding for other students. Tell students to take notes of ideas they learn that can help them communicate more effectively.

FHA/HERO ACTIVITIES

- Families First: You-Me-Us
- Power of One: A Better You; Family Ties; Take the Lead
- STAR Event: Interpersonal Communication
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life* Module 4A, "Verbal and Nonverbal Communication."

5B - The student is expected to demonstrate techniques for resolving conflicts, including assertiveness techniques and refusal skills.

NOTES

The teaching and learning for TEKS 5B is embodied with that of TEKS 4D which deals with effective responses to inappropriate behavior in interpersonal relationships. Please refer to the strategies in TEKS 4D for additional strategies and opportunities to blend the instruction for these two essential knowledge and skills. This helps students transfer this information into real life applications.

1) RESEARCH/WRITTEN EXERCISE/CLASS DISCUSSION

Have students complete the following statement on an index card or sheet of paper: "Conflict is. . ." Have students share their responses.

Assign students to consult classroom and library resources and the Internet for information on conflict resolution. Have students summarize their findings in writing and share verbally with the class. Lead a class discussion on conflict resolution techniques. Emphasize the importance of learning effective techniques for resolving conflict.

TAAS READING

TAAS WRITING

KEY QUESTIONS

- What are some sources of conflicts teens face? (e.g., relationships with family members, peers, grades, teachers, money, rivalry)
- What are different ways individuals respond to conflict? (e.g., withdraw, overreact, keep silent, store up anger, vent anger, attempt to use humor, ignore)
- What are effective techniques for resolving conflict?
- What are possible consequences of unresolved conflict? of conflict resolved in inappropriate ways?

2) ROLE PLAY

Display Teaching Aid 32, ***Techniques for Resolving Conflicts,*** and give each student a copy for reference. Discuss the effectiveness of each technique. Have student volunteers role play the following conflict situations and demonstrate techniques for resolving the conflict:

- A student upset with a grade and talking to the teacher
- Two girls quarreling about one flirting with the other's boyfriend
- Mother asking son to clean up after dinner; the son has scheduled a soccer game
- Father is upset with son about curfew, table manners, grades, and appearance
- Sister needs to use the phone but her younger brother is chatting with his cousin on the Internet

TA 32 Techniques for Resolving Conflicts

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After each role play, lead students to discuss the effectiveness of the techniques that were used.

KEY QUESTIONS
- What was the result of each conflict?
- How might the conflict affect the future relationship of the individuals involved?
- What techniques were used to resolve the conflict?
- What other techniques could have been used?
- Would using a different conflict resolution technique have resulted in different outcomes? If so, how?

3) GUEST SPEAKER

Invite the school guidance counselor to speak to the class on effective techniques for resolving conflicts, including assertiveness techniques and refusal skills. **Note**: If your school district has a peer mediation program, representatives of that program would also be good resources.

4) TEAMWORK

TA 33 ***Reasoning Worksheet on Resolving Conflict***

Divide the class into pairs, and have each pair select a conflict that a teen might face. Using Teaching Aid 33, ***Reasoning Worksheet on Resolving Conflict***, have students work through their conflict situation using the conflict resolution techniques they have learned.

FHA/HERO ACTIVITIES

- Families First: You-Me-Us; Meet the Challenge
- Power of One: A Better You; Family Ties; Take the Lead
- STAR Event: Interpersonal Communications
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life* Module 4C, "Conflict Resolution."

5C - *The student is expected to explain how cultural background influences patterns of communication.*

NOTES

The teaching and learning for TEKS 5C is embodied with that of TEKS 4C which deals with how diversity impacts interpersonal relationships. Please refer to the strategies for TEKS 4C for additional strategies and opportunities to blend the instruction for these two essential knowledge and skills. This helps students transfer this information into real life applications.

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Distribute copies of Teaching Aid 34, ***Different Strokes for Different Folks***, for students to read. Lead a class discussion about how individuals respond differently to patterns and styles of communication.

TA 34 Different Strokes for Different Folks

TAAS READING

KEY QUESTIONS

- How does cultural background influence patterns of communication?
- What are examples of patterns of communication that differ among cultures? (e.g., eye contact, slang, tone of voice, all types of body language)
- How do your communication patterns affect interpersonal relationships with individuals with a different cultural background?
- What would you like to teach someone with a different cultural background than your own about communicating with you?
- What do you need to learn in order to communicate more effectively with someone with a different cultural background?

Distribute copies of Teaching Aid 35, ***Differences in Communicating***, to students. Have students share their responses and compare the differences in their responses.

TA 35 Differences in Communicating

2) GUEST SPEAKER

Invite a teacher, administrator, or other individual who has traveled extensively around the world to speak to the class about differences that the speaker has noted in patterns of communication in different cultures. Ask the speaker to suggest ways individuals can avoid common communication pitfalls when traveling to other countries or interacting with individuals from different cultures. It would be interesting for the speaker to give specific examples, for instance, of nonverbal gestures that have very different meanings in different cultures. Have students write questions for the speaker on index cards; give the questions to the speaker in advance.

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3) CLASS DISCUSSION

Have students share experiences they have had in communicating with people of various cultural backgrounds. Have students give examples of misunderstandings that might occur because of cultural differences between the persons communicating.

KEY QUESTION

- Why is it important to learn to communicate effectively with individuals whose cultural background differs from your own?

FHA/HERO ACTIVITIES

- Power of One: A Better You; Take the Lead
- STAR Event: Interpersonal Communications
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

PUBLICATIONS

Minor, Lee and Judy, 1999. "Celebrating Differences." *Essentials for Home Economics Education: The Cornerstone*.

Zafar, Syed and Joyce, 1999. "Multiculturalism." *Essentials for Home Economics Education: The Cornerstone*.

5D - The student is expected to practice communication skills appropriate for various relationships and occasions.

NOTES

The teaching and learning for TEKS 5D is embodied with that of TEKS 5A which deals with characteristics of effective communication. Please refer to the strategies for TEKS 5A for additional strategies and opportunities to blend the instruction for these two essential knowledge and skills. This helps students transfer this information into real life applications.

1) ROLE PLAY

Divide the class into five groups. Assign each group one of the following scenarios, and have them create a role play involving conversations between the individuals in their scenario.

- teenager and parent
- young child and parent
- parent and spouse
- grandparent and grandchild
- basketball player and coach

Have the class observe the role plays for use of various communication skills. Use Teaching Aid 29, ***Characteristics of Effective Communication***, to review communication skills with students. Lead a class discussion at the conclusion of each role play on communication skills observed.

TA 29 Characteristics of Effective Communication

KEY QUESTIONS

- How effective were the communication skills in this scenario?
- How could communication have been improved?
- How did the communication differ among the various situations? Why?

2) TEAMWORK/SKIT

Divide the class into teams. Each team will have two responsibilities:

1. Each team will create a skit based on the assigned scenario.
2. Each team will evaluate the use of effective communication skills for another team's skit.

Scenario 1: Act out a conversation between friends regarding plans for Friday night.

Scenario 2: Act out a conversation between co-workers regarding a conflict with the boss.

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Scenario 3: Act out a conversation between a customer and an employee regarding unsatisfactory merchandise.
Scenario 4: Act out a conversation between siblings over chores.
Scenario 5: Act out a conversation between employer and employee over the employee's performance.

TA 36 ***Evaluation of Communiction Skills***

Have the teams use Teaching Aid 36, ***Evaluation of Communication Skills,*** to record the use of the skills by the team they are observing. After each skit, have the observers discuss their findings. Discuss with students how the communication skills utilized varied with each situation.

FHA/HERO ACTIVITIES

- Families First: You-Me-Us; Meet the Challenge
- Power of One: A Better You; Family Ties; Take the Lead
- STAR Event: Interpersonal Communications

RESOURCES

Skills For Living

Knowledge and Skills.

(6) Family relationships and personal development.

The student describes child care practices that promote development.

The student is expected to:

(A) summarize developmental principles, factors, and appropriate activities influencing the growth and development of children;

(B) simulate emergency situations requiring first aid;

(C) identify safety practices that are important when caring for children;

(D) apply appropriate child care practices to babysitting and caregiving;

(E) discuss causes, prevention, and treatment of child abuse and neglect; and

(F) identify resources available for the protection of children.

6A- The student is expected to summarize developmental principles, factors, and appropriate activities influencing the growth and development of children.

NOTES

1) CLASS DISCUSSION/VISUAL DISPLAY

TAAS READING

Lead students to discuss reasons it is important to understand child growth and development. For instance, understanding child growth and development can be an advantage relative to siblings, interactions with children in the community, future roles as parents, and potential occupational applications. Assign students to read textbooks or selected resources on developmental principles of infants, toddlers, preschool children, and school-age children.

Display child development growth charts, and lead a discussion on sequences of development in areas of physical, emotional, social, and intellectual growth. Use Teaching Aid 37a, ***Growth and Development of Infants***, Teaching Aid 37b, ***Growth and Development of Toddlers***, Teaching Aid 37c, ***Growth and Development of Preschool Children***, and Teaching Aid 37d, ***Growth and Development of School-age Children***, to guide discussion and provide an outline for students to take notes. Have students identify characteristics of children at the various stages.

TA 37a ***Growth and Development of Infants***
TA 37b ***Growth and Development of Toddlers***
TA 37c ***Growth and Development of Preschool Children***
TA 37d ***Growth and Development of School-age Children***

KEY QUESTIONS

- Why is it important to know how children grow and develop?
- How are the different types of development related?
- What are some examples of patterns of physical development? emotional development? social development? intellectual development?
- How do children's needs vary at different ages? How are they similar?

2) GROUP ACTIVITY/ORAL PRESENTATION

TAAS READING

Divide the class into small groups. Instruct each group to research and locate information using the library, Internet, or other resources for a report on the various factors that influence the growth and development of children. Have students make an oral presentation to the class.

KEY QUESTIONS

- What factors guide children's development?
- What are the different ways in which children develop?
- What is a developmental task, and how does such a task influence the growth and development of children?
- How do parents and other caregivers influence the way in which a child develops?

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NOTES

3) EDUCATIONAL TOUR

Arrange for students to visit a child care center to observe children in various stages of development. Have them record examples of children's behavior demonstrating specific developmental principles discussed in Strategy 1, and of activities planned for children to promote development. Following the tour, guide students to share and analyze their observations.

4) PANEL DISCUSSION

Invite parents of children who are infants, toddlers, preschool, and school-age to discuss how their children are alike at each age and how they are different. Ask parents to also discuss the various aspects of the different areas of development including physical, social, emotional, and intellectual.

KEY QUESTIONS

- What examples of physical development have you observed? social? emotional? intellectual?
- How does your child relate to other children? to adults?
- How does your child express his or her feelings?
- At what age did your child learn to speak?
- What similarities do you observe in your child and another child of the same age? differences?

5) GROUP ACTIVITY/PROJECT

Divide the class into small groups. Have each group assume that they are responsible for caring for a child of a specified age (infant, toddler, preschool, or school-age). Instruct each group to plan activities for a one- to three-hour time period. Have each group share the activity ideas with the class. The ideas could be compiled into a booklet for the students to use when caring for children.

RESOURCES

AGENCIES AND ORGANIZATIONS

Texas Agricultural Extension Service

Contact your local County Extension Agent - Family and Consumer Sciences (charts on the growth and development of children are available in Spanish as well as English).

National Association for the Education of Young Children (NAEYC)

www.naeyc.org

6B- The student is expected to simulate emergency situations requiring first aid.

NOTES

1) INDIVIDUAL ACTIVITY

Have students collect and read articles from newspapers and magazines about accidents that have happened to children. Help students categorize the articles according to various types of accidents and injuries reported. Have a student volunteer write the list on poster board or a large sheet of paper to be displayed throughout this unit.

TAAS READING

Have students use reference books or the Internet to find statistics specifically identifying age groups of children and types of injuries requiring first aid or emergency treatment. Have students share the information with the class, and compare findings to the list generated from articles.

2) GROUP ACTIVITY/PROBLEM SOLVING/ FHA/HERO

Divide the class into groups. Assign each group several first aid situations, including some identified by students in Strategy 1. Have students research the library, Internet, and other resources to determine first aid procedures to use in a variety of situations for various age groups. Have students determine the best method for handling the assigned situation and any first aid that may be required. Instruct students to record the information on Teaching Aid 38, ***Giving First Aid***. As groups share their findings, class members can complete their charts for all situations.

TA 38 Giving First Aid

TAAS READING

TAAS WRITING

Display Teaching Aid 39, ***In Case of Emergency...Remember***, and emphasize some basic guidelines in providing first aid. Provide students with emergency telephone numbers (e.g., poison control, ambulance service, hospital); or have student volunteers contact local agencies and organizations to find out emergency numbers and then create an emergency number listing suitable for posting near the telephone. The listing could be provided to other students or community members as an FHA/HERO chapter service project.

TA 39 In Case of Emergency... Remember

3) GUEST SPEAKER

Invite a local paramedic to demonstrate first aid appropriate in various types of situations. Have students take notes on procedures for specific situations; students can use Teaching Aid 38 to record additional information for the situations that were covered on the chart.

Ask the speaker to emphasize to students the advantages of receiving first aid training from an agency such as the American Red Cross. **Note**: The American Red Cross has instructors who teach first aid and CPR.

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4) RESEARCH/SIMULATION

Have students work with a partner or in small groups to practice first aid techniques such as applying cold compresses, as they would for a sprain; treating a minor burn injury; treating an insect bite; applying pressure for bleeding; etc. Monitor groups during practice simulations, then have each group demonstrate their techniques for the class. As students demonstrate techniques, have them recite the steps in each procedure. Ask observers to compare procedures demonstrated to those previously studied and observed; lead students to discuss procedures and make recommendations regarding improvement or additional techniques.

5) FHA/HERO PROJECT

As a Community Service Award project, have FHA/HERO members plan and implement a community workshop on first aid.

FHA/HERO ACTIVITIES

- STAR Events: Focus on Children, Illustrated Talk
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

AGENCIES AND ORGANIZATIONS

American Red Cross
(Contact local chapters across Texas and the United States.)
www.redcross.org

Injury Control Resource Information Network
www.injurycontrol.com

Mayo Clinic - First Aid
www.mayohealth.org/mayo/library/htm/firstaid.htm

6C- The student is expected to identify safety practices that are important when caring for children.

NOTES

TA 40 ***Childproofing Your Home***

TAAS READING

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students read texbbooks or selected resources on childproofing a home. *(Childproofing* means arranging the environment so that a child can explore and play safely.) Lead a class discussion on safety practices that are important when caring for children. Display Teaching Aid 40, ***Childproofing Your Home***, and have students add additional suggestions from their readings. Have students check a home to see whether the home is childproof.

KEY QUESTIONS

- What is meant by the term childproofing?
- What kinds of accidents are the most common for infants? toddlers? preschool children? school-age children?
- What are some things that can be done to prevent these accidents?
- What are some guidelines for keeping children safe?
- How can you personally safeguard your own home?

2) GROUP ACTIVITY/VISUAL DISPLAY/ FHA/HERO

Divide the class into small groups. Assign each group to create a display of hazardous items or poisonous household products with which children could come in contact if a home is not appropriately childproofed. (Examples for the display might include empty medicine containers, small objects children might swallow, kitchen instruments, empty cleaning product containers, etc.) Have students present their displays to the class and discuss safety practices that could keep such harmful products out of the reach of children. The displays could be presented to elementary students as part of an FHA/HERO activity.

3) GUEST SPEAKER

Invite the director of a local child care facility to speak to the class about safety practices that are important when caring for children. Ask the speaker to discuss safety considerations for children at various developmental stages, and ways child care workers can protect children.

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TA 41 ***Children's Health and Safety Project***

4) PROJECT

Distribute a copy of Teaching Aid 41, ***Children's Health and Safety Project***, to each student. Have each student select one of the topics listed and complete a project on the safety of young children. Have

NOTES

students present their projects to the class. Projects may also be presented to the community as an FHA/HERO Families First or Chapter Service Project.

FHA/HERO ACTIVITIES

- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

AGENCIES AND ORGANIZATIONS

Texas Agricultural Extension Service
Contact your local County Extension Agent - Family and Consumer Sciences.
agextension.tamu.edu

6D- The student is expected to apply appropriate child care practices to babysitting and caregiving.

1) RESEARCH/WRITTEN EXERCISE/CLASS DISCUSSION

Provide students with a copy of Teaching Aid 42, ***Appropriate Child Care Practices Include....*** Split up the covered topics among students to research further using selected reference books or the Internet. Have students take notes on findings and be prepared to share them orally. Lead a class discussion, using Teaching Aid 42 as a basic outline. Have students share their findings as each topic is covered.

NOTES

TA 42 Appropriate Child Care Practices Include ...

TAAS READING **TAAS WRITING**

KEY QUESTIONS

- How does meeting the needs of children promote growth and development of children?
- What are examples of child care practices that meet the physical needs of children? intellectual needs? emotional needs? social needs?
- What are examples of child care practices that help guide children's behavior?
- Why is protecting children of utmost importance in caregiving?
- What are examples of child care practices that protect children?

2) GUEST SPEAKER

Invite a guest speaker (e.g., County Extension Agent - Family and Consumer Sciences, child development specialist, Red Cross babysitter trainer) to speak to the class about how to apply appropriate child care practices when babysitting and caregiving. Encourage the speaker to involve the students in applying some of the child care practices.

3) DEMONSTRATION

Divide the class into small groups. Have each group demonstrate the appropriate child care practices to meet various needs of children. Assign each group one of the following practices:

- feeding an infant
- feeding a toddler
- bathing an infant
- bathing a toddler
- putting an infant to bed
- putting a toddler to bed
- playing games with a toddler
- reading to an infant
- reading to a toddler

Have students demonstrate on simulated dolls if they are available.

NOTES

4) VIDEOTAPE

Have students view a videotape depicting appropriate child care practices when babysitting. Have students take notes, and lead a class discussion on key points from the videotape. Encourage students to add to the discussion relevant information based on personal babysitting experiences.

5) LABORATORY EXPERIENCE/WRITTEN EXERCISE

Work with students to set up opportunities to apply appropriate child care practices. Possible opportunities for individual or class involvement include the following:

- Volunteer at a child care facility or church nursery for a specified amount of time (e.g., two hours).
- Arrange a babysitting experience.
- Participate in a class educational tour of a child care center, kindergarten, or lower elementary grade.
- As a class, conduct a child care lab for young children.

TA 43 Application of Child Care Practices

Have students report on the experience using Teaching Aid 43, ***Application of Child Care Practices***. Lead students to share results of their experiences and review appropriate child care practices to use when babysitting and caregiving.

FHA/HERO ACTIVITIES

- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

6E- The student is expected to discuss causes, prevention, and treatment of child abuse and neglect.

NOTES

Special caution should be taken when teaching concepts regarding child abuse. Teachers should be sensitive to the perspectives of their students and follow local district policies pertaining to content which may be considered sensitive in nature.

1) GROUP ACTIVITY/CLASS DISCUSSION

Compile a file of newspaper and magazine articles on children who have been abused or neglected. Divide the class into groups. Assign each group one of the articles. Have each group read the article and analyze the situation depicted. Lead students to discuss the articles.

TAAS READING

KEY QUESTIONS

- According to the article, who was responsible for the abuse or neglect?
- What was the reported circumstance or reason for the abuse or neglect?
- What action was taken in each reported instance?
- What could have been done (or can be done in the future) to avoid such abuse or neglect?
- Who would you contact to report instances such as those reported?

Note: It is important to focus on resources that protect children from abuse and neglect, especially those that serve families where abuse and neglect are likely, and those resources that promote parenting education.

2) GUEST SPEAKER

Invite a counselor, social worker, or law enforcement officer to speak to the class about causes, prevention, and treatment of child abuse and neglect. Have listening teams* develop questions, then listen for answers. Following the presentation, have groups summarize the responses to their questions.

*Instructions for using listening teams are provided in the **Creative Ideas** section.

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NOTES

FHA/HERO ACTIVITIES

- STAR Events: Illustrated Talk, Skills for Life
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

AGENCIES AND ORGANIZATIONS

National Committee to Prevent Child Abuse
www.childabuse.org.

Texas Department of Protective and Regulatory Services
(TDPRS provides a Child Abuse Prevention Kit that is revised every year and is available free.)
www.tdprs.state.tx.us

Your local Children's Protective Services office (a division of TDPRS)

Abuse Hotline (800) 252-5400

6F- The student is expected to identify resources available for the protection of children.

NOTES

1) GUEST SPEAKER OR AUDIOTAPED INTERVIEW

Ask a guest speaker from the Texas Department of Human Services or Texas Department of Protective and Regulatory Services to share information with the class about resources available for the protection of children. This could be done as a classroom guest speaker or in an audiotaped interview. Ask the speaker to share any handouts or Internet sites that provide additional information.

Note: It is important to focus on resources that protect children from abuse and neglect, especially those that serve families where abuse and neglect are likely, and those resources that promote parenting education.

2) RESEARCH/WRITTEN EXERCISE/PROJECT

This strategy could be used as a group or individual activity. Using the Internet and other sources of information, have students research the various resources (e.g., agencies, organizations, publications) available for the protection of children. Using the information gathered and a word-processing program, have students develop a flyer that lists and describes the resources available. Have students present their flyers to the class. Display the flyers to illustrate the resources available for the protection of children. Flyers could be disseminated as part of an FHA/HERO chapter project.

TAAS WRITING

FHA/HERO ACTIVITIES

- STAR Events: Illustrated Talk, Focus on Children
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** seciton.

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NOTES

RESOURCES

AGENCIES AND ORGANIZATIONS

Texas Department of Human Services (TDHS)
www.dhs.state.tx.us

Texas Department of Protective and Regulatory Services (TDPRS)
www.tdprs.state.tx.us

Skills For Living

Knowledge and Skills.

(7) Personal management.

The student analyzes the relationship between decision making and acceptance of responsibility.

The student is expected to:

(A) implement the decision-making process;

(B) describe the role of acceptance of responsibility in making decisions;

(C) summarize the effects of personal priorities and other influences on decisions; and

(D) predict personal, family, and societal implications of various decisions.

7A- The student is expected to implement the decision-making process.

NOTES

1) CLASS DISCUSSION

Have students think of a decision that they have made recently. Ask student volunteers to explain how they made the decision. Use Teaching Aid 44, ***How Do People Make Decisions?***, as a background for discussing the various ways people make decisions – sometimes with conscious thought, and sometimes not.

TA 44 How Do People Make Decisions?

Display Teaching Aid 45, ***Steps in Decision Making***. Lead a class discussion on the decision-making process. Point out the advantages of using a step-by-step process when making important decisions. **Note**: Information and additional strategies related to decision making are presented in *Skills for Life* Module 8B, "Goal Setting and Decision Making."

TA 45 Steps in Decision Making

KEY QUESTIONS

- What are some areas in which you must make decisions?
- How can even minor decisions have a lasting effect on you?
- How can your decisions affect other people?
- When should you implement the decision-making process?
- Why are alternatives important in decision making?
- How does evaluating a decision help you make decisions in the future?

2) INDIVIDUAL ACTIVITY

Instruct students to list two decisions they might possibly have to make within the next week. Have students go through each step of the decision-making process for each decision and write summaries of considerations, alternatives, choices, rationale for choices, planned action, and evaluation of results. Have student volunteers share their summaries with the class.

TAAS
WRITING

3) GROUP ACTIVITY/PROJECT

Have students apply the decision-making process to a class project or FHA/HERO activity that will be conducted in the near future. Lead students to define the various tasks that will be involved and decisions that must be made relative to each task. Divide the class into groups to make necessary decisions in planning and implementing the activity. Following the activity, lead students to evaluate and discuss the effectiveness of using the decision-making process in the experience.

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NOTES

FHA/HERO ACTIVITIES

- STAR Events: Illustrated Talk, Skills for Life
- Power of One: A Better You

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life* Module 8B, "Goal Setting and Decision Making."

7B- The student is expected to describe the role of acceptance of responsibility in making decisions.

NOTES

1) BRAINSTORMING/CLASS DISCUSSION

Lead students to brainstorm situations in which a person must accept responsibility for his or her own decisions. Point out that each decision has consequences – positive and/or negative. Encourage students to brainstorm examples of situations that result in both positive and negative conquences. Ask a student volunteer to list brainstormed situations on the board, and have students predict positive and negative consequences likely for each. Lead a class discussion on what it means to take responsibility for decisions.

KEY QUESTIONS

- What are examples of decisions likely to result in negative consequences for you?
- How would each of these decisions affect others?
- What are examples of decisions likely to result in positive consequences for you?
- How would each of these decisions affect others?
- Why is it important to understand that you bear responsibility for your own decisions before making and acting on the decision?

2) CLASS DISCUSSION/WRITTEN EXERCISE

Lead students to discuss the advantages and disadvantages of becoming responsible for their own decisions. Write the advantages and disadvantages on the chalkboard or overhead projector.

KEY QUESTIONS

- What are the advantages of making your own decisions?
- What are some possible problems with making your own decisions?
- What are likely results of good decisions? of poor decisions?
- Who will be most affected by the decisions you make?
- Who else may be affected by the decisions you make?
- How can you gain increased privileges and responsibilities for making decisions?

As a follow-up activity, have students use Teaching Aid 46, ***Accepting Responsibility in Making Decisions***, to write a one-page paper on the importance of accepting responsibility in making decisions. Have students consider the advantages and disadvantages of becoming responsible for their own decisions.

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TA 46 Accepting Responsibility in Making Decisions

TAAS WRITING

NOTES

FHA/HERO ACTIVITIES

- STAR Event: Illustrated Talk
- Power Of One: A Better You

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life* Module 8B, "Goal Setting and Decision Making."

7C- The student is expected to summarize the effects of personal priorities and other influences on decisions.

NOTES

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Review with students the term *priorities*. Priorities are things that are most important to us. Lead students to discuss examples of priorities people may hold and how those priorities influence decision making.

Have students complete the following statements on paper. (Tell them that responses are just for their use – not to be turned in.)

- If I could have only one thing, it would be...
- If my house were burning, the one thing I would save would be...
- If I could have three wishes, I would wish for...
- If I came into a large sum of money, the first things I would do...

Ask student volunteers to share their answers. Point out that students will have individual differences.

KEY QUESTIONS

- How do the answers to the statements reflect individual priorities?
- How do such priorities affect the decisions an individual makes?
- What are some other influences on the decisions individuals make?

2) RESEARCH/VISUAL DISPLAY

Have students consult library or classroom reference books for information on other factors (in addition to priorities) that influence decisions. Instruct students to create a collage that represents influences on decisions; students may cut pictures from magazines or newspapers, draw freehand, or use other creative art media. Examples of additional influences include family members, peers, role models, media, and self-image. As students interpret their collages, lead a discussion on how the various factors influence decisions.

TAAS READING

3) INDIVIDUAL ACTIVITY/CASE STUDY

Distribute copies of Teaching Aid 47, ***Case Studies on Decision Making***. Have students identify a decision a person might make if his or her personal priority was the first one listed in the parentheses. Repeat the process for the second priority in parentheses. Have students compare the decisions and then summarize the ways in which priorities and other influences affected decisions.

TA 47 Case Studies on Decision Making

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NOTES

FHA/HERO ACTIVITY

- Power of One: A Better You

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life* Module 8B, "Goal Setting and Decision Making."

7D- The student is expected to predict personal, family, and societal implications of various decisions.

1) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have students bring to class newspaper articles about current events in which decisions have to be made. Have students work through the steps in the decision-making process to arrive at a recommended decision for the situation described in the article. Refer to Teaching Aid 45, ***Steps in Decision Making.*** Have students write a follow-up article that describes the recommended decision and predicts the personal, family, and societal implications of the decision.

2) GROUP ACTIVITY

Lead students to brainstorm situations requiring decisions that adolescents and young adults may encounter. From the situations brainstormed, list a cross sample of situations for students to analyze. Divide the class into small groups, and ask each group to answer the following questions for each situation listed. Ask students to give some examples of decisions with both positive and negative implications. Have each group share their responses, and lead a class discussion on personal, family, and societal implications of various decisions.

KEY QUESTIONS

- What are two possible decisions that could be made in each situation?
- How might each decision affect an individual personally?
- How might each decision affect an individual's family?
- How might each decision affect the individual's community and society?
- Why is it important to consider all likely implications before making and acting on a decision?

FHA/HERO ACTIVITY

- Power of One: A Better You

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NOTES

TA 45 Steps in Decision Making

TAAS READING

TAAS WRITING

NOTES

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life* Module 8B, "Goal Setting and Decision Making."

Skills For Living

Knowledge and Skills.

(8) Personal management.

The student utilizes effective consumer practices promoting money management and goal setting.

The student is expected to:

(A) describe practices that facilitate goal setting;

(B) identify resources involved in decision making;

(C) explain the importance of planning in the achievement of short-term and long-term goals;

(D) utilize the decision-making process and goal setting to guide spending; and

(E) apply consumer practices facilitating the best use of available funds.

8A- The student is expected to describe practices that facilitate goal setting.

NOTES

It is important to relate TEKS 8A - 8E to consumer practices promoting money management and goal setting.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) CLASS DISCUSSION/BRAINSTORMING/GROUP ACTIVITY

Have students read classroom or library reference books to learn about goals and the importance of goal setting. Display Teaching Aid 48, ***Goal Setting***. Lead students to discuss the process of goal setting.

Display Teaching Aid 49, ***Types of Goals***, and discuss the difference between short-term and long-term goals. Divide students into small groups, and have each group write as many examples of short-term and long-term goals as possible to share with the class. Have the groups post their lists, and note the variety of goals represented.

TA 48 Goal Setting

TAAS READING

TA 49 Types of Goals

Ask students to flag (with a marker, sticky notes, etc.) listed goals that would require financial resources to attain. For example, if having a car of your own is a goal, that would require having money to purchase and maintain the car. Instruct each group to select one of the flagged examples from the posted lists and write out steps to achieve the goal, referring back to Teaching Aid 48. Have each group describe their selected goal and explain steps for achievement. During the discussion, point out consumer practices that would facilitate attaining each goal (i.e., earning money, budgeting, saving money, and making wise consumer purchases).

KEY QUESTIONS

- Why is it important to set goals?
- What is the benefit of writing down goals and action plans?
- What are examples of goals for junior high school students?
- How do goals change over the life cycle?
- How do effective consumer practices help you set and attain goals? Give examples. (For instance, if Maria wants to buy clothes or a CD player, she would set a goal and develop a plan to earn and save enough money to do so.)

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TA 50 A Gift From the Scrap Pile

2) CLASS DISCUSSION/GROUP ACTIVITY/GAME

Distribute copies of Teaching Aid 50, ***A Gift From the Scrap Pile***. Have students read the story of Charles Darrow. Discuss with students the practices that facilitated the goals of Charles Darrow.

KEY QUESTIONS

- What personal goals did Charles Darrow have?
- What goals did he have for his family?
- What events occurred early in Darrow's life to influence the goals he set?

Share with students examples of board games such as *Life* or *Monopoly*. Discuss with students the basic concepts of these board games and how although these games are played for fun, the games provide opportunities for some decision making and goal setting. Divide the class into small groups. Have each group develop a board game that focuses on practices that facilitate goal setting.

3) VIDEOTAPE

Have students view a videotape on goal setting, such as *Goal Setting: Planning for Your Future*, available from the Home Economics Curriculum Center. Have students write down three key points they learned from the videotape. Lead students to share and discuss key points related to goal setting.

FHA/HERO ACTIVITIES

- STAR Event: Skills for Life
- Power of One: A Better You
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life* Module 8B, "Goal Setting and Decision Making."

VIDEOTAPE

Goal Setting: Planning for Your Future, available from the Home Economics Curriculum Center.

8B- The student is expected to identify resources involved in decision making.

NOTES

It is important to relate TEKS 8A - 8E to consumer practices promoting money management and goal setting.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) GROUP ACTIVITY/SKIT

Display Teaching Aid 51, ***Resources Involved in Decision Making***. Lead a class discussion about how various resources can facilitate making decisions. Encourage students to add to the list of resources.

Lead students to identify decisions they may make related to money management and effective consumer practices (i.e., decisions related to saving money from an allowance or part-time job; purchase of clothing or food items; spending money on entertainment; acquiring wanted items). Divide the class into groups. Have each group write and perform a skit about a specific decision related to money management. Have students identify the resources involved in the decisions depicted in each skit.

TA 51 Resources Involved in Decision Making

TAAS WRITING

KEY QUESTIONS

- What resources were involved in the decision making that occurred during the skit?
- How were resources used?
- What other resources could have been used?
- How do resources influence decisions that are to be made?
- How does one resource affect another resource in decision making?

2) INDIVIDUAL ACTIVITY/CASE STUDY

Review resources involved in decision making such as past experiences, time, energy, money and advice/information from others (e.g., parents, teachers, other adults). Instruct students to read the case studies depicted in Teaching Aid 52, ***What Do You Think?*** Then, have students determine resources needed to make the decision in each case study. Have students share with the class the decision they would make and why.

TA 52 What Do You Think?

TAAS READING

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NOTES

3) VISUAL DISPLAY/CLASS DISCUSSION

Compile a display of various informational resources that are available to consumers in making decisions about purchases. Resources could include magazines such as *Consumer Reports*, *Good Housekeeping*, and *Money*. Other resources could include businesses such as banks, consumer services, and credit bureaus. State and federal agencies (e.g., Texas Agricultural Extension Service, Federal Trade Commission), also provide information for the consumer. Numerous other resources could include parents, teachers, and other individuals. The Internet also provides Web sites leading to a variety of sources.

Discuss with students the importance of these resources, especially when making a major consumer decision.

RESOURCES

WEB SITES

Consumer Credit Counseling Service
cccs@cccsintl.org
Federal Trade Commission
www.ftc.gov/
Texas Agricultural Extension Service
agextension.tamu.edu

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life* Module 8B, "Goal Setting and Decision Making."

8C- *The student is expected to explain the importance of planning in the achievement of short-term and long-term goals.*

NOTES

It is important to relate TEKS 8A - 8E to consumer practices promoting money management and goal setting.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Lead students to discuss the importance of planning in the achievement of short-term and long-term goals. Refer to Teaching Aid 49, ***Types of Goals***. Review with students that goals are often identified by the amount of time it takes to reach them. Short-term goals may be reached in a short amount of time (i.e., hours, days, weeks, months) where as long-term goals may take a longer time (i.e., a year or longer) to reach.

TA 49 Types of Goals

Have students review examples of short-term and long-term goals, such as those generated in TEKS 8A, Strategy 1. Examples of short-term goals might include completing more chores to increase your allowance, babysitting on Saturdays to earn extra money, or saving enough money to buy a pair of jeans. Long-term goals might include learning to save $25 every month for a year, buying a computer, or getting a scholarship to attend college.

Many times, achieving short-term goals leads to successful achievement of long-term goals. Goal achievement involves planning. Unless goals are identified and acted upon, they may not be accomplished. Although planning is important in the achievement of short-term and long-term goals, even the best thought-out plans may not always work. Use Teaching Aid 53, ***Suggestions for Achieving Goals***, to help students when goals are not achieved. Emphasize that goals should be set high, but realistically. If the plan goes wrong, consider carefully why the plan failed and how it could be improved.

TA 53 Suggestions for Achieving Goals

KEY QUESTIONS

- What is the difference between short-term and long-term goals?
- How can achievement of short-term goals lead to successful achievement of long-term goals? Give examples.
- What is the importance of planning in achieving short-term and long-term goals?
- What are some suggestions for achieving goals?
- Why is it important to try again when a goal is not achieved?

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TA 54 *Planning: The Key to Goal Achievement*

2) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have students complete Teaching Aid 54, ***Planning: The Key to Goal Achievement***. Lead students to share and discuss their responses with the class. Build upon students' examples to point out that since achievement of long-term goals is often dependent upon achievement of a series of short-term goals, a plan can provide the link between steps to goal achievement.

3) FHA/HERO PROJECT

As a chapter activity or Financial Fitness project, have FHA/HERO members plan and implement a program for peers with a guest speaker, such as a financial planner or consumer consultant. Ask the speaker to stress the importance of planning in the achievement of short-term and long-term financial goals. Be sure the speaker knows that the audience will consist of junior-high students, so the level of the presentation can be geared accordingly (i.e., information and examples should be at an introductory level).

FHA/HERO ACTIVITIES

- Additional FHA/HERO activity ideas for this TEKS are included in the section, **Blended Activities**.

RESOURCES

WEB SITES

Consumer Credit Counseling Service
cccs@cccsintl.org
Consumer Information Center
www.pueblo.gsa.gov
Federal Trade Commission
www.ftc.gov/
Jump$tart Coalition for Personal Finance Literacy
jumpstartcoalition.org

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life* Module 8B, "Goal Setting and Decision Making."

8D- *The student is expected to utilize the decision-making process and goal setting to guide spending.*

NOTES

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) PROBLEM SOLVING/WRITTEN EXERCISE

Have each student draw a slip of paper out of a basket. The slips of paper should indicate some type of purchase that a student might make (e.g., a stereo, CD, clothes, tickets for a concert, gifts for family and friends).

For the purchase drawn, have students:

- determine how they will earn the money for the purchase
- use goal setting for saving enough money to make the purchase (realistically)
- use the decision-making process to either determine whether the student should make the purchase or how to utilize the decision-making process effectively in managing other expenses so as to save enough money to reach the goal

Have students write a summary of their actions and conclusions for each step. Ask student volunteers to share their responses with the class.

TAAS WRITING

2) RESEARCH/GROUP ACTIVITY/PROJECT

Have students work in small groups to develop and produce a "Spending Guide for Teens." Students should utilize the decision-making process and goal setting in planning the guide. Students may use the library, the Internet, and other resources in gathering information for the guide. The guide should also illustrate and explain the importance of the use of the decision-making process and goal setting to guide spending. The guide could be distributed to the class and to other students.

TAAS WRITING TAAS READING

3) INDIVIDUAL ACTIVITY

Inform students that they are about to have the chance to take their dream vacation. Before they take the trip, students must first do the following:

- Decide where and when they will take the vacation and for how many days.
- Determine the mode of transportation, the types of lodging, kinds of entertainment, meals, souvenirs, and the costs involved for each of the items.

TAAS READING TAAS WRITING SOCIAL STUDIES TAAS MATH

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- Using the Internet and other sources (e.g., local travel agency, newspaper and magazine advertisements), determine the total cost of the vacation.
- Determine how they will earn the money.
- Set a goal for earning and saving enough money to afford the vacation.
- Use the decision-making process to either determine whether they should really purchase the trip or use the decision-making process effectively in managing other expenses so as to save money to go on the vacation.

Students could use a notebook format with photographs or pictures for the dream vacation activity.

4) FHA/HERO CHAPTER ACTIVITY

Have FHA/HERO members teach the decision-making process to elementary school students.

FHA/HERO ACTIVITIES

- STAR Events: Illustrated Talk, Skills for Life
- Financial Fitness: any of the units

RESOURCES

WEB SITES

Consumer Credit Counseling Services
cccs@cccsintl.org
Consumer Information Center
www.pueblo.gsa.gov
Federal Trade Commission
www.ftc.gov
Jump$tart Coalition for Personal Finance Literacy
jumpstartcoalition.org
U.S. Consumer Gateway
www.consumer.gov/yourmoney.htm

8E- The student is expected to apply consumer practices facilitating the best use of available funds.

NOTES

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) INDIVIDUAL ACTIVITY/SCENARIO

Consumer skills are needed for the management of money at any age. Consumer practices can include the basic management skills such as planning, organizing, carrying out plans, and evaluating one's work. Distribute copies of Teaching Aid 55, ***Basic Consumer Skills,*** to help students better understand how the skills can be applied in facilitating the best use of available funds. Have students share their responses to the scenarios depicted on the handout.

TA 55 Basic Consumer Skills

2) GROUP ACTIVITY/RESEARCH/VISUAL DISPLAY

Divide the class into groups. Assign each group one of the Consumer Rights established by the federal government during Kennedy's presidential term depicted on Teaching Aid 56, ***Your Rights as a Consumer***. Have each group research the history of the consumer rights and what each one means. Students can use the library, the Internet, and classroom resources for additional information. Have each group develop a visual display (e.g., poster, bulletin board) to illustrate what the rights mean. Students may want to add pictures to help explain the statement. Lead a discussion as students explain their products. Have students share the visual displays with other classes.

TA 56 Your Rights as a Consumer

TAAS READING

TAAS WRITING

3) INTERVIEW/WRITTEN EXERCISE

Have students interview an individual involved in the management of money such as a bank teller, loan officer in a bank, consumer consultant, or store manager. Students may use Teaching Aid 57, ***Consumer Skills to Grow On***, as a guideline for the interview. Have students share their responses with the class.

TA 57 Consumer Skills to Grow On

TAAS WRITING

4) LABORATORY EXPERIENCE/EDUCATIONAL TOUR

As a class, have students select a special item (e.g., CD player, cordless telephone, denim jacket) that they would purchase if the funds were available. Have students compare the price, brand, warranty, and overall quality of the selected item from several stores or sources (including the Internet). Provide students with flyers, newspaper ads, or catalogs for the activity. An optional strategy could be to have the student do the activity as an assignment outside of class.

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TAAS WRITING

After students have gathered the information, have them write a brief report about the item, where they would purchase it, and why. Have student volunteers share their reports with the class.

FHA/HERO ACTIVITIES

- STAR Events: Chapter Service Project, Illustrated Talk, Skills for Life
- Financial Fitness

RESOURCES

WEB SITES

Consumer Credit Counseling Services
cccs@cccsintl.org
Consumer Information Center
www.pueblo.gsa.gov
Federal Trade Commission
www.ftc.gov
Jump$tart Coalition for Personal Finance Literacy
jumpstartcoalition.org
U.S. Consumer Gateway
www.consumer.gov/yourmoney.htm

Skills For Living

Knowledge and Skills.

(9) Personal management.

The student describes management practices facilitating individuals assuming multiple roles.

The student is expected to:

(A) describe multiple roles of teens and their family members in society; and

(B) describe management skills needed to effectively manage multiple roles.

9A- *The student is expected to describe multiple roles of teens and their family members in society.*

NOTES

1) BRAINSTORMING/INTERVIEW/CLASS DISCUSSION

Ask students to define the term *role* (a part played when interacting with others). Point out that everyone has many different roles. Lead students to brainstorm all the roles they play in their lives. Have a student volunteer record the roles on poster board or large sheets of paper as students brainstorm, and display the list in the classroom. Examples of roles include student, son/daughter, brother/sister, friend, organization member, etc.

Remind students that each of their family members also assumes many roles. Provide each students with two copies of Teaching Aid 58, ***What Roles Do You Play?*** Go over the questionnaire, and ask students to consider the various roles played by their family members. Assign each student to interview two family members (their own family or someone else's) to fill out the questionnaire. Use questionnaire responses as a springboard for a class discussion on the multiple roles of teens and their family members.

TA 58 What Roles Do You Play?

KEY QUESTIONS

- What are examples of roles considered most important by teens?
- What are examples of roles condsidered most important by various other family members?
- How do various roles, and their importance, change at different points in a person's life?
- Why is it important to be aware of the various roles you play?
- Why is it important to be aware of the various roles your family members play?
- How can you help each other succesfully meet expectations attached to the various roles?

2) GROUP ACTIVITY/ORAL PRESENTATION

Display Teaching Aid 27, ***The Life Span***, and review information covered in TEKS 3F about the various periods in a person's life. Divide the class into groups and assign each group one of the following periods:

- early adolescence (12-14 years)
- middle/late adolescence (15-19 years)
- early adulthood (20-39 years)
- middle adulthood (40-65 years)
- late adulthood (over 65)

TA 27 The Life Span

SOCIAL STUDIES

Instruct each group to discuss and be prepared to describe family, community, and career roles (and accompanying expectations) individuals in their assigned life span period may portray. Groups may

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draw upon interview results and discussion from Strategy 1, reference books, or personal experience with individuals in their assigned age group. As groups present their information, lead students to note how some roles continue throughout life, some completely change, and some remain similar but change greatly in expectations. For example, the expectations and responsibilities of a 13-year old daughter differ greatly from those of a 30-year-old or 55-year-old daughter.

3) VISUAL DISPLAY

TA 58 What Roles Do You Play?

Have students create a collage using magazine pictures to depict various roles individuals may assume during the life span. Emphasize that students should include a variety of ages and roles in their collage. Refer to the questionnaire in Teaching Aid 58 for examples of roles. Display the collages in the classroom.

4) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have each student draw a timeline depicting his or her own life span starting from birth and ending with death. Students should include major events they remember from their past (e.g., pre-school, elementary), then add major events, roles, and responsibilities they would like to see or expect to occur in their future. Use the student timelines to facilitate a class discussion regarding the multiple roles of teens and their family members in society.

KEY QUESTION

- Why is it important to think about and understand the changing roles and responsibilities that take place throughout life?

FHA/HERO ACTIVITIES

- FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS AND PUBLICATIONS

Home Economics Curriculum Center, 1997. *Skills for Life* Module 8A, "Managing Multiple Roles."

Felstehausen, Ginny, 1999. "Managing Multiple Roles." *Essentials for Home Economics Education: The Cornerstone.*

9B- The student is expected to describe management skills needed to effectively manage multiple roles.

NOTES

1) RESEARCH/CLASS DISCUSSION

Write the term *management* on the board, and ask students what the word means to them. (Possible definitions are "using resources to achieve goals" or "organizing or supervising activities to obtain results.") Use concepts learned in TEKS 9A about various roles of teens and their family members to emphasize challenges in managing various roles and the need for management skills in order to effectively manage multiple roles.

TAAS READING

Have students read reference books to identify management skills that would help individuals effectively manage multiple roles. Lead them to share and discuss their findings. List the skills identified by students on the board or overhead. Examples might include such skills as: decision making; efficient use of time, energy, money, and other resources; planning, organizing, implementing, and evaluating (steps in the management process); and record keeping. Help students understand the importance of each management skill to them now as students, family members, etc., as well as to their future family, community, and career roles.

KEY QUESTIONS

- How can efficient use of resources such as time and energy help you as a student? as a family member? as an employee?
- How do decision-making skills help you manage multiple roles?
- How can organizational skills help you manage multiple roles?
- How can you develop management skills needed to effectively manage multiple roles?
- How is your productivity affected by rest? nutrition? exercise? hygiene and good health practices?
- Why is it important for individuals to have a balance of work and recreation in their lives?

2) ROLE PLAY/CLASS DISCUSSION

Divide the class into small groups. Assign each group a skill (or set of skills) such as those listed in Strategy 1 or one of the following to be the focus of a role play. Have each group focus on how the assigned skill(s) can affect productivity in managing multiple roles at work, at home, at school, or in the community.

Skills could include:
- numerical ability (working with numbers)
- reasoning ability (solving problems in a sensible way)

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- verbal ability (expressing oneself and understanding ideas expressed in words)
- word fluency (writing and talking easily)
- ability to follow directions
- ability to organize activities
- record keeping ability
- productivity in performing work
- ability to work as a team member

Lead a class discussion about the importance of these skills in managing any family, community, and career roles.

FHA/HERO ACTIVITIES

- STAR Events: Illustrated Talk, Skills for Life
- Families First: Managing Multiple Responsibilities
- Power of One: A Better You, Family Ties, and Working on Working
- Leaders at Work
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS AND PUBLICATIONS

Home Economics Curriculum Center, 1997. *Skills for Life* Module 8A, "Managing Multiple Roles."

Felstehausen, Ginny, 1999. "Managing Multiple Roles." *Essentials for Home Economics Education: The Cornerstone.*

Skills For Living

Knowledge and Skills.
(10) Personal management.

The student exhibits good nutrition and health practices that promote personal well-being and achievement across the life span.

The student is expected to:

(A) identify practices that promote physical and mental health;

(B) explain dietary needs of individuals across the life span;

(C) describe eating disorders, their causes, and prevention;

(D) apply principles of good nutrition;

(E) identify sources of stress, including peer pressure;

(F) propose strategies and available resources for stress management; and

(G) relate the role of proper nutrition to well-being and achievement.

10A- The student is expected to identify practices that promote physical and mental health.

NOTES

1) BRAINSTORMING/GROUP ACTIVITY/RESEARCH

Have students brainstorm practices that promote physical and mental health. Divide the class into small groups. Have each group research practices that promote physical and mental health. Students can gather information from the library, the Internet, and classroom resources. Have each group prepare a written summary of findings and develop some type of oral presentation to present to the class.

TAAS READING

TAAS WRITING

KEY QUESTIONS

- How do each of the following promote physical health: nutrition, exercise, rest, safety, hygiene, and medical attention?
- Why is stress management important in promoting mental health?
- What are suggestions for maintaining a positive outlook?
- How is mental health affected by having various human needs met? (Refer to Teaching Aid 6, ***Maslow's Hierarchy of Human Needs***.)
- What are other suggestions for promoting mental and physical health?

TA6 ***Maslow's Hierarchy of Human Needs***

2) GROUP ACTIVITY/VISUAL DISPLAY

Divide the class into groups. Instruct each group to create a poster or other visual display that highlights practices that promote physical and mental health. Students can draw upon concepts learned in Strategy 1 for the content of their visual displays. Have each group share their poster with the class. Display the posters in the classroom.

3) INDIVIDUAL ACTIVITY/INTERNET/PROJECT

Using the Internet, have students correspond with teens from other countries to determine what practices people of their countries use to promote physical and mental health. Lead students to share and compile their findings. Lead a class discussion on the similarities and differences of practices in various countries and possible reasons for any differences.

SOCIAL STUDIES

4) INDIVIDUAL ACTIVITY/ FHA/HERO

Have students identify practices that promote physical and mental health that are currently part of their routine; have them then identify practices that reasonably could be added to improve their own health.

TAAS WRITING

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NOTES

Ask students to write answers to the following questions for their own use in targeting potential self-improvement action:

- What adjustments would have to be made to implement the new practices?
- What could be the expected results over time of implementing the new practices?
- What could be the expected results if such practices were not present?

As an FHA/HERO Power of One project, students could carry this activity further by developing and carrying out a plan to implement identified practices for promoting their physical and mental health.

FHA/HERO ACTIVITIES

- STAR Event: Illustrated Talk
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

10B- The student is expected to explain dietary needs of individuals across the life span.

1) INDIVIDUAL ACTIVITY/ORAL PRESENTATION

Distribute copies of Teaching Aid 59, ***Food Guide Pyramid*** and Teaching Aid 60, ***Special Nutrition Requirements Across the Life Span*** to students. Discuss the importance of proper nutrition during each period of an individual's life span, and point out differences in nutrition requirements at different ages.

Assign each student one of the periods of the life span. Building upon information in Teaching Aid 60, have students research dietary needs of individuals in the assigned period and write a summary of findings. Students may gather information from the library, the Internet, and classroom resources. Have students make an oral presentation of their assignment.

2) GUEST SPEAKER

Invite a dietitian, nurse, nutrition educator, or County Extension Agent - Family and Consumer Sciences to discuss the dietary needs of individuals across the life span. Have listening teams* develop questions, then listen for answers. Following the presentation, have groups summarize the responses to their questions.
*Instructions for using listening teams are provided in the **Creative Ideas** section.

3) GROUP ACTIVITY/VISUAL DISPLAY

Divide the class into small groups. Assign each group one of the stages depicted on Teaching Aid 60, ***Special Nutrition Requirements Across the Life Span***. Have each group develop a poster that illustrates the dietary needs of that particular stage. Students may use pictures and drawings to enhance the poster. Display posters, and have students explain their posters to the class.

FHA/HERO ACTIVITIES

- STAR Event: Illustrated Talk
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

NOTES

TA 59	***Food Guide Pyramid***
TA 60	***Special Nutrition Requirements Across the Life Span***

TAAS READING

TAAS WRITING

TAAS SCIENCE

TA 60	***Special Nutrition Requirements Across the Life Span***

FHA HERO

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NOTES

RESOURCES

AGENCIES AND ORGANIZATIONS

Texas Agricultural Extension Service

Contact your local County Extension Agent - Family and Consumer Sciences.

10C- The student is expected to describe eating disorders, their causes, and prevention.

NOTES

TEKS 10C focuses on eating disorders, their causes, and prevention; it does not focus on treatment. Students should be told that treatment of eating disorders requires professional care. If qualified professionals are available for Strategy 4, you may want to have the professional address this aspect of eating disorders.

1) CLASS DISCUSSION/VIDEOTAPE

Distribute copies of Teaching Aid 61, ***Eating Disorders***. Discuss with students the different eating disorders, symptoms, their causes, and prevention. If one is available, have students view a videotape about eating disorders.

TA 61 Eating Disorders

KEY QUESTIONS

- What are characteristics of the three primary eating disorders?
- Do eating disorders only have damaging effects on physical health?
- Which of the eating disorders almost exclusively affects young women?
- What are examples of factors that may contribute to eating disorders?
- What would a person need to do to prevent an eating disorder?

2) RESEARCH/PROJECT

Using reference books, the Internet, and other resources, have students research eating disorders, their causes, symptoms, and prevention. Guide students to share and compile information gathered. Have students use computer applications to develop an educational brochure to be distributed to the class and other students.

TAAS READING

TAAS WRITING

3) GROUP ACTIVITY

Divide the class into small groups. Using the information from Strategies 1 and 2, have each group write a case study about a teenager dealing with an eating disorder. Have groups exchange case studies. Ask each group to describe the eating disorder in the case study, cite possible causes, and suggest ways the disorder might have been prevented. Have groups take turns sharing their case studies and responses with the class.

TAAS WRITING

NOTES

4) GUEST SPEAKER

Invite a guest speaker to discuss eating disorders, their causes, and prevention. Speakers might include a school nurse, dietitian, or nutrition educator. Have listening teams* develop questions, then listen for answers. Following the presentation, have groups summarize the responses to their questions.

*Instructions for using listening teams are provided in the **Creative Ideas** section.

FHA/HERO ACTIVITIES

- STAR Event: Illustrated Talk
- Student Body - program about eating disorders
- Power of One: A Better You
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

AGENCIES AND ORGANIZATIONS

American Dietetic Association (ADA)
www.eatright.org

BOOKS

Duyff, Roberta Larson, 1998. *The American Dietetic Association's Complete Food and Nutrition Guide*.

Home Economics Curriculum Center, 1997. *Skills for Life* Module 2B, "Human Nutrition."

WEB SITES

Extension Foods and Nutrition
www.oznet.ksu.edu/

Food and Nutrition Information Center
www.nal.usda.gov/fnic

10D- The student is expected to apply principles of good nutrition.

NOTES

1) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Distribute copies of Teaching Aid 62, ***A Pattern for Daily Food Choices***, and Teaching Aid 63, ***Nutrition and Your Health: Dietary Guidelines for Americans***. Review with students the information that is given on each of the documents. Refer students to Teaching Aid 59, ***Food Guide Pyramid*** from TEKS 10B. Emphasize to students that all of the guidelines are valuable tools to use in applying principles of good nutrition. Practice working with students in designing a one-day menu plan based on the Teaching Aids listed above. Use the chalkboard or overhead projector to write out the plan.

Have students design a two-day menu plan based on the guidelines. Instruct students to use a variety of foods in their menus. Have students exchange menus and analyze them based on these nutrition guidelines.

TA 62 A Pattern for Daily Food Choices
TA 63 Nutrition and Your Health: Dietary Guidelines for Americans
TA 59 Food Guide Pyramid

TAAS WRITING
TAAS MATH

2) INDIVIDUAL ACTIVITY

Cut out strips of colored paper; use six colors – one color representing each food group. Have students record and review everything they ate in one day and figure out how many servings they ate from each food group. Then have students make a chain with strips representing the number of servings from each group. Students can visually see how their day's intake aligns with recommended servings.

Lead students to discuss reasons their diets often vary from that recommended, and point out ways to maintain a healthy diet despite a teen's hectic schedule and obtaining meals from various sources.

3) INDIVIDUAL ACTIVITY

Distribute copies of the district's school lunch and breakfast menus, or obtain copies of menu plans from other sources such as magazines or newspapers. Ask students to classify foods found in the menus into the categories found on Teaching Aid 62, ***A Pattern for Daily Food Choices***.

TA 62 A Pattern for Daily Food Choices

4) BRAINSTORMING/RESEARCH

Write the heading "Nutritious Foods" on the chalkboard or overhead projector. Lead students to brainstorm foods they view as healthy or nutritious and list those under the heading, followed by a brief explanation of reasons why each food is nutritious. If possible, have students obtain nutritional information about each food by referring to a table of nutrient contents or examining nutrition information on labels of food

TAAS READING

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NOTES

products (see suggested Resources below). Examine the list of students' reasons for stating that some foods are more nutritious than others. Discuss with students the value of applying principles of good nutrition in daily living.

TA 64 *Food Label*

TAAS READING

5) GROUP ACTIVITY

Have students work in groups to examine packages of food items that have the "nutrition facts" label. Distribute copies of Teaching Aid 64, ***Food Label***, to students. Point out where various facts are displayed (e.g., serving size, servings per container, nutrient list).

Using the food items that the students have examined, have them locate the following information:

- Total fat, cholesterol, sodium, total carbohydrates, and protein on the labels.
- Number of calories in the food product.
- The two vitamins and the two minerals whose amounts must be identified on the food label.

FHA/HERO ACTIVITIES

- Student Body (Display various guidelines in cafeteria, classrooms, and other locations)
- STAR Event: Illustrated Talk
- Power of One: A Better You
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

AGENCIES AND ORGANIZATIONS

American Dietetic Association (ADA)
www.eatright.org

BOOKS

Duyff, Roberta Larson, 1998. *The American Dietetic Association's Complete Food and Nutrition Guide*.

Home Economics Curriculum Center, 1997. *Skills for Life* Module 2B, "Human Nutrition."

WEB SITES

Food Finder
www.olen.com/food

10E- The student is expected to identify sources of stress, including peer pressure.

NOTES

TAAS READING

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students read reference books for information on sources of stress. Instruct them to write down definitions of related terms, such as *stress, stressor, helpful* or *positive stress, harmful* or *negative stress, distress*, etc.

Have students anonymously write and turn in a list of things or events which cause them to experience stress. Compile the lists, and write the stressors (things that cause stress) on the chalkboard or overhead projector. Discuss with students that *stress* may be defined as worry or strain caused by new or different situations. List (on the chalkboard or overhead projector) the following categories and explain:
- everyday stress (ES)
- unexpected situations (US)
- sustained stress (SS)
- crises (CR)

Have students categorize each of the stressors previously listed as you label each with the key letters in parentheses.

KEY QUESTIONS
- What is an example of everyday stress?
- What is an example of an unexpected situation?
- What is an example of sustained stress?
- What is an example of a crisis?
- What is an example of stress which will have positive results?
- Why are some events considered as stressors to some individuals, while to others they are not?

2) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Distribute Teaching Aid 65, ***Teen Stress Scale***, to each student. Discuss with students the stressors listed and why each item may be considered a source of stress. Point out that the stressors are listed in order of most to least relative amount of stress.

TA 65 Teen Stress Scale

KEY QUESTIONS
- Which events on the stress scale are considered negative?
- Which of the events are considered positive?
- Why can positive events cause as much stress as negative ones?
- Why is it good to recognize when you or someone you know may be experiencing a high amount of stress?

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NOTES

TA 66 ***Stressful Situations***

TAAS READING

3) CASE STUDY/CLASS DISCUSSION/BRAINSTORMING

Have students read the case studies and answer the questions on Teaching Aid 66, ***Stressful Situations***. Have students share their responses with the class. Discuss with students about how peer pressure is a source of stress for teens. Have students brainstorm ways to avoid the stress caused by peer pressure.

FHA/HERO ACTIVITIES

- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life* Module 2A, "Stress Management."

10F- The student is expected to propose strategies and available resources for stress management.

1) CLASS DISCUSSION

Distribute copies of Teaching Aid 67, ***Strategies for Stress Management***. Have students read each of the recommendations. Discuss with students how these suggestions apply to individuals of all ages who are under stress. Ask students if they have any other suggestions to add to the list.

NOTES

*TA 67 **Strategies for Stress Management***

KEY QUESTIONS

- When people are feeling stressed by others, what resources could they call on for help?
- How can you help a friend feel less stressed?
- How does stress felt by one or more family members affect the rest of the family?
- How can the family help an individual manage stress?
- Which of the strategies do you think you might try in the future?
- Which of the strategies work best for you?

2) INDIVIDUAL ACTIVITY/VISUAL DISPLAY/ FHA/HERO

Compile a collection of cartoons that depict people under stress, or have students bring or draw cartoons that show people involved in a stressful situation. After previewing the cartoons from students, have students share their cartoon with the class.

Discuss with students possible strategies and available resources for managing the kinds of stress depicted in the cartoons. Have students create a visual display (e.g., bulletin board, poster, booklet) with the cartoons and management strategies. The visuals could be shared with other students as an FHA/HERO Student Body project to educate peers about stress management.

3) GUEST SPEAKER

Invite an individual such as a school counselor to speak to the class about strategies and resources available for stress management. Have listening teams* develop questions, then listen for answers. Following the presentation, have groups summarize the responses to their questions.

*Instructions for using listening teams are provided in the **Creative Ideas** section.

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4) INTERVIEW/CLASS DISCUSSION

Have students interview at least four persons (two adults and two teens) to find out how they cope with stress in their lives. Have students report the findings to the class. Lead a class discussion on strategies and available resources for stress management.

KEY QUESTIONS

- How do the persons you interviewed cope with stress?
- What were the similarities in how the teens coped and how the adults coped? What were the differences?
- Why does one stress management strategy not work for everyone?
- What new stress management strategies did you learn about?

As an FHA/HERO Power of One self-improvement project, students could develop and implement their own stress management plan.

FHA/HERO ACTIVITIES

- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life* Module 2A, "Stress Management."

10G- The student is expected to relate the role of proper nutrition to well-being and achievement.

NOTES

1) SCENARIO/CLASS DISCUSSION

Read the following scenario to the class:

Micah and Milla are thirteen-year-old twins. They are very active in basketball and track. Milla also plays in the school band. Both must keep their grades up so they can remain in school activities. The twins also are involved in community events.

Micah and Milla are constantly on the go. They sleep about five to six hours every night. Their eating habits are sporadic. They wake up late almost every morning during the week and miss eating breakfast. Lunch is usually a hamburger or some pizza from the school cafeteria or snack bar.

Their mom usually has a nice evening meal for the whole family when sporting events and other activities do not conflict. Meals served on Saturdays and Sundays are usually the most nutritious foods of the week. Weekends are also when Micah and Milla catch up on sleep. Milla is always telling her mom that she would rather sleep than eat.

Discuss with students the role of proper nutrition to well-being and achievement. Refer back to related concepts covered in TEKS 10A and 10B.

KEY QUESTIONS
- How does a person's nutrition affect health and well-being?
- What are the benefits of a nutritious, well-balanced diet?
- How does nutrition affect one's overall well-being and achievement?
- How will the role of nutrition affect Micah and Milla's well-being and achievement?
- What suggestions could you offer Micah and Milla in improving their diets that would contribute to overall well-being and achievement?

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2) GROUP ACTIVITY/RESEARCH/VISUAL DISPLAY

Divide the class into small groups. Assign each group a key nutrient to research. Have students use reference books, the Internet, and other resources to gather the following information:
- Definition of the assigned nutrient
- Functions of the assigned nutrient

TAAS READING

TAAS WRITING

TAAS SCIENCE

NOTES

- Food sources of the nutrient
- How the nutrient contributes to well-being
- Effect of a shortage of the assigned nutrient in one's diet

Have students record the information on a poster and present their findings to the class. Students may want to use pictures or illustrations to exhibit food sources. Display the posters in the classroom.

TA 68 Eating Right

TAAS WRITING

3) WRITTEN EXERCISE

Have students write a one-page essay on the role of proper nutrition to well-being and achievement. Students may use Teaching Aid 68, ***Eating Right***, for the assignment. Have student volunteers share their responses with the class.

FHA/HERO ACTIVITIES

- Student Body
- STAR Events: Illustrated Talk, Skills for Living
- Power of One: A Better You
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

AGENCIES AND ORGANIZATIONS

American Dietetic Association (ADA)
www.eatright.org

BOOKS

Duyff, Roberta Larson, 1998. *The American Dietetic Association's Complete Food and Nutrition Guide.*

Home Economics Curriculum Center, 1997. *Skills for Life* Module 2B, "Human Nutrition."

Skills For Living

Knowledge and Skills.
(11) Personal management.

The student practices principles of good grooming and positive personal habits.

The student is expected to:

(A) practice good grooming habits;

(B) summarize principles of clothing selection to meet needs and wants;

(C) demonstrate clothing-care procedures;

(D) determine consumer practices for effective management of the clothing budget; and

(E) analyze the role of grooming and apparel practices in personal effectiveness.

11A- The student is expected to practice good grooming habits.

NOTES

1) CLASS DISCUSSION

Have students define the term *grooming* (the way you clean and care for your body). Lead students to discuss the components of a good grooming plan. The following ideas needed to be included:

- basic cleanliness
- skin care
- hair care
- dental care
- hand and foot care
- makeup selection and application
- clothing care and appearance

KEY QUESTIONS

- Why is practicing good grooming habits important not only for your health but for the health of others?
- Why is good grooming particularly important for teens?
- Why is good grooming important when seeking employment in the future?
- What are important considerations when purchasing grooming products? (i.e., analyzing ingredients, cost, ads)

2) VISUAL DISPLAY/CLASS DISCUSSION/ FHA/HERO

TA 69 Personal Grooming Schedule

Provide various resources (e.g., books, videos, pamphlets, magazines) available on good grooming habits (such as those listed in Strategy 1) for students to browse. Display Teaching Aid 69, ***Personal Grooming Schedule***, on the overhead projector, and have students suggest the frequency for performing specific grooming practices.

Provide each student with a copy of Teaching Aid 69, and have students fill out individualized personal grooming schedules as a basis for analyzing and improving their own grooming habits. After a specified period of time (e.g., two weeks), have students submit a brief report on how the plan has impacted their grooming habits.

Note: This activity could be further expanded for students as an FHA/HERO Power of One self-improvement project.

3) WRITTEN EXERCISE/INDIVIDUAL ACTIVITY OR GUEST SPEAKER

TAAS WRITING

Provide students with index cards. Instruct each student to write an anonymous note to "Dear Grooming Advisor" about a grooming problem or question. Have students turn in the cards.

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NOTES

After screening the cards, place the cards in a basket. Have each student draw a card, read the question to the class, and offer a solution. If there are some questions that are difficult to answer, help the student work through the situation. As an option, a guest speaker on proper skin care, nail care, or other topics could serve as the "Grooming Advisor" and answer students' questions.

4) SKIT/ FHA/HERO

TAAS WRITING

Have students develop a skit or puppet show that emphasizes good grooming habits. The production of the skit/puppet show may be videotaped or given to elementary students as an FHA/HERO project. The class could be divided into small groups with each group being assigned a specific task (e.g., making puppets, designing props, writing the script, serving as actors for the puppets, helping arrange the presentation).

FHA/HERO ACTIVITIES

- STAR Events: Skills for Life, Illustrated Talk
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

AGENCIES AND ORGANIZATIONS

Texas Agricultural Extension Service

Contact your local County Extension Agent - Family and Consumer Sciences.

WEB SITES

Mississippi State University Extension Service

www.ext.msstate.edu/pubs

Ohio Agricultural Extension Service (Ohioline)

www.ag.ohio-state.edu/~ohioline

11B- The student is expected to summarize principles of clothing selection to meet needs and wants.

NOTES

1) CLASS DISCUSSION

Lead students to understand the difference between clothing wants and clothing needs. *Clothing needs* include clothing items that are necessary for the individual to be comfortable, protected, and appropriately dressed for daily activities. *Clothing wants* include clothing items that the individual wishes to have. Needs and wants may be the same. However, many individuals want more clothing or have more clothing than they need.

Discuss with students what items might fit the clothing needs category (e.g., underwear, pants, shirts/blouses, socks, shoes) and other items that would fit the clothing wants category (e.g., designer jeans, leather jacket, brand-name athletic shoes).

Teaching Aid 70, ***Get to the Basics***, provides some time-tested ideas about clothing selections based on both needs and wants. Discuss each of the ideas with students. Have students provide examples of ways to implement each suggestion.

TA 70 Get to the Basics

2) BRAINSTORMING/INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Lead students to brainstorm characteristics of appropriate dress. Examples might include suitable for the specific occasion; suitable for climate, season, and weather; sends appropriate message to others, etc. Ask a student volunteer to list the ideas on the board or overhead. When the list is completed, distribute copies of Teaching Aid 71, ***Appropriate Dress***, as a student worksheet. Have students collect pictures from magazines or catalogs to illustrate dress appropriate for each activity shown. Lead students to explain and discuss their selections. **Note**: Having a stack of pictures already clipped from magazines will expedite the activity.

TA 71 Appropriate Dress

3) RESEARCH OR GUEST SPEAKER

Through one or both of the following activities, have students obtain information on elements of design and clothing styles that impact clothing selection:

- Instruct students to search in reference books, the Internet, or other resources for information on how clothing styles and elements of design (i.e., colors, textures, lines) that impact clothing selection.
- Invite a guest speaker such as a clothing coordinator, fashion consultant, or color specialist to provide information on how clothing styles and elements of design impact clothing selection.

Have students prepare a written summary of principles covered in the readings and/or presentation that are most applicable to them.

TAAS WRITING

BEST COPY AVAILABLE

NOTES

TA 70 Get to the Basics

4) INDIVIDUAL ACTIVITY/PROJECT

Refer to Teaching Aid 70, ***Get to the Basics***, to review the principles of clothing selection. Have students list the kinds of activities in which they are involved over a month and then determine the various kinds of clothing needed. Using pictures from magazines or catalogs, have students create a collage or notebook with colors, lines, styles, fabrics, etc. that look best on them. Students could divide the assignment into clothing that they need and clothing that they want.

RESOURCES

AGENCIES AND ORGANIZATIONS

Texas Agricultural Extension Service

Contact your local County Extension Agent - Family and Consumer Sciences.

WEB SITES

Mississippi State University Extension Service
www.ext.msstate.edu/pubs

Ohio Agricultural Extension Service (Ohioline)
www.ag.ohio-state.edu/~ohioline

11C- The student is expected to demonstrate clothing-care procedures.

1) INDIVIDUAL ACTIVITY/VISUAL DISPLAY

Provide a visual display of items of clothing which have care labels attached. Show students where the care labels are commonly found in items of clothing. Distribute copies of Teaching Aid 72, ***Guide to Fabric Care Symbols***, to each student. Discuss the various care symbols, and check for student understanding. Using the items of clothing displayed, have students determine the appropriate clothing care procedures for each item.

2) VIDEOTAPE OR DEMONSTRATION/LABORATORY EXPERIENCE

Have students view a videotape, such as *An RX for Your Clothes*, available from the Home Economics Curriculum Center, or demonstrate basic clothing-care procedures for students.

If the classroom is equipped with a washer and dryer, various clothing care procedures could be performed. If the equipment is not available, more portable equipment and supplies could be utilized (e.g., iron, ironing board, pressing cloth, pre-spot treatments, detergents, bleaches, spray starch, spot removers). Have students rotate through the following experiences:

- sort clothing items and determine care needed
- hand wash and dry
- machine wash
- dry and fold
- press
- iron
- remove stains
- treat spots

In addition to the above experiences, students could also perform the following maintenance activities:

- sew on a button
- repair a hem
- mend a hole or tear

3) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have students complete Teaching Aid 73, ***Clothing Care***. Instruct students to select five items of clothing from their own wardrobe. Using the information from Strategies 1 and 2, have students determine the clothing care procedures necessary for the selected items. Have students take turns sharing their findings. Lead a class discussion addressing the issue of care requirements as an influence in clothing management.

NOTES

TA 72 Guide to Fabric Care Symbols

TAAS READING

TA 73 Clothing Care

TAAS WRITING

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NOTES

KEY QUESTIONS

- How do clothing care requirements influence your clothing selection?
- How do clothing care requirements affect the after-purchase cost of clothing? the amount of clothing needed? the amount of time required for care?
- How do your school, work, and leisure activities affect clothing care prodecures?

TA 74 ***Questions on Storage and Travel***

4) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Use Teaching Aid 74, ***Questions on Storage and Travel***, to help students learn about proper techniques in storing clothing and how to pack items of clothing when traveling. Cut the questions apart, and place them in a basket. Have student volunteers take turns drawing a question from the basket and answering the question found on the slip of paper. Discuss solutions to the questions.

FHA/HERO ACTIVITIES

- STAR Event: Skills for Life
- Power of One: A Better You

RESOURCES

AGENCIES AND ORGANIZATIONS

Soap and Detergent Association (SDA)
www.sdahq.org

VIDEOTAPE

An RX for Your Clothes, available from the Home Economics Curriculum Center.

11D- The student is expected to determine consumer practices for effective management of the clothing budget.

NOTES

1) CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Teaching Aid 75, ***Consumer Tips on Buying Clothes***, provides some sound recommendations for making clothing purchases. Use the teaching aid as a handout or transparency. Discuss with students the importance of effective management of the clothing budget.

TA 75 Consumer Tips on Buying Clothes

KEY QUESTIONS
- Why is it important to have a clothing plan?
- Why does impulse buying often create problems for consumers?
- Why is comparison shopping important in making consumer choices?
- How can using these suggestions help you manage your clothing budget?

Discuss with students the importance of buying for need vs. buying for prestige. Remove labels from articles of clothing, such as shirts. Have students try to decide which items are more expensive, better quality, etc. without knowing the brand labels. Point out that higher price does not always equate to higher quality.

2) SURVEY/PROJECT

Using the questions on Teaching Aid 76, ***Consumer Practices Survey***, have students conduct a survey of peers to determine how most students their age manage their clothing budgets. Have students compile the responses to the survey and share the results. Findings from the survey could be written in a school newspaper article or illustrated in some type of visual display.

TA 76 Consumer Practices Survey

TAAS WRITING TAAS MATH

3) INDIVIDUAL ACTIVITY

Have students prepare a projected budget for their clothing needs for the next three years. Students will need to make some predictions as to clothing needs (e.g., clothing for various high school activities, new basketball shoes). Resources such as catalogs, newspaper ads, online information from manufacturers, and magazines can provide information for the activity. The budgets should include such factors as the means of acquiring the money to make clothing purchases, an estimated income, and cost of clothing care and maintenance.

TAAS WRITING

TAAS MATH

Have student volunteers share clothing budgets with the class. Discuss with students how managing the clothing budget is an important consumer practice.

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NOTES

FHA/HERO ACTIVITY

- Financial Fitness: Consumer Clout

RESOURCES

AGENCIES AND ORGANIZATIONS

Texas Agricultural Extension Service
Contact your local County Extension Agent - Family and Consumer Sciences.

WEB SITES

Mississippi State University Extension Service
www.ext.msstate.edu/pubs

Ohio Agricultural Extension Service (Ohioline)
www.ag.ohio-state.edu/~ohioline

11E- The student is expected to analyze the role of grooming and apparel practices in personal effectiveness.

NOTES

1) VISUAL DISPLAY

Have students develop a visual display (bulletin board, display case, poster) that shows the importance of grooming and apparel practices in personal effectiveness. For example, the display could depict an individual who has good grooming habits and dresses appropriately, as well as an individual who is just the opposite. The display could be the focus of a class discussion on summarizing the principles of good grooming and positive personal habits.

2) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Read the letter found on Teaching Aid 77, ***Dear Grooming and Apparel Advisor***, to the class. Have students write a response letter about the importance of grooming and apparel practices in personal effectiveness. Have student volunteers share their responses with the class.

TA 77 Dear Grooming and Apparel Advisor

Point out that, whether or not students think it fair, the way a person dresses and presents himself or herself sends messages to others and influences the way other people respond to that person. Lead a class discussion on ways grooming and apparel practices influence personal effectiveness.

KEY QUESTIONS

- What are examples of situations where good grooming or apparel practices can enhance personal effectiveness?
- What are examples of situations where poor grooming or apparel practices can lessen personal effectiveness?
- What difference does it make how a person dresses in specific situations? (For example, blue jeans and a t-shirt are fine at home on a Saturday afternoon, but not appropriate for a job interview.)

3) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Distribute copies of Teaching Aid 78, ***G.A.P. (Grooming and Apparel Practices)***. Have students answer the questions. Using the responses from the students as a focus, summarize the role of grooming and apparel practices in personal effectiveness.

TA 78 G.A.P. (Grooming and Apparel Practices)

TAAS
WRITING

4) VIDEOTAPE

Have students view a videotape about how such personal development practices as grooming and apparel management impact per-

NOTES

sonal effectiveness. An example is *Fundamental Personal Development*, available from the Home Economics Curriculum Center. Lead students to discuss key points presented in the videotape.

FHA/HERO ACTIVITIES

- STAR Events: Skills for Life, Illustrated Talk
- Power of One: A Better You

RESOURCES

AGENCIES AND ORGANIZATIONS

Texas Agricultural Extension Service
Contact your local County Extension Agent - Family and Consumer Sciences.

WEB SITES

Mississippi State University Extension Service
www.ext.msstate.edu/pubs

Ohio Agricultural Extension Service (Ohioline)
www.ag.ohio-state.edu/~ohioline

VIDEOTAPE

Fundamental Personal Development, available from the Home Economics Curriculum Center

Skills For
Living

Knowledge and Skills.
(12) Planning for the future.

The student describes occupational opportunities in home economics and other career concentrations.

The student is expected to:

(A) identify a variety of career options, including full-time homemaker;

(B) determine skills and educational requirements for identified careers;

(C) compare personal strengths, abilities, and goals to occupational requirements;

(D) explain how technology impacts family life and careers; and

(E) relate demands and rewards of identified careers to personal and family life.

12A- The student is expected to identify a variety of career options, including full-time homemaker.

This TEKS also is addressed as part of a Blended Activity. Refer to the Career Showcase Project in the **Blended Activities** section for additional strategies and opportunities to blend the instruction for TEKS 12A-12E.

NOTES

1) INDIVIDUAL ACTIVITY

Display Teaching Aid 79, ***Home Economics Content Specializations***, and lead students to brainstorm examples of career opportunities within each area. Post copies of the ***Examples of Home Economics Career Opportunities***, Teaching Aids 80a - 80g, around the room, and have students circulate to view all examples. Instruct each student to select six career examples of interest to them – two from each level (entry, technical, and professional). If desired, students may select career examples from career concentrations other than home economics. Provide access to resources such as the *Occupational Outlook Handbook* or the *Dictionary of Occupational Titles* for student reference in selecting additional career opportunities. Point out that the career of full-time homemaker is also a career option.

TA 79 Home Economics Content Specializations

TA 80a-g Examples of Home Economics Career Opportunities

Have students write the title of their selected career examples on the front of six separate 4x6 index cards. Using the Internet, library resources, or other references, have students number 1-3 on the back of each card and write:

1. a brief description of the career
2. responsibilities and duties of the job
3. (leave blank for now – will include information on required skills and educational requirements – to be completed in Strategy 2, TEKS 12B)

TAAS READING

TAAS WRITING

Focusing on one content specialization at a time, have students share information about their selected careers.

2) INTERVIEW/CLASS DISCUSSION

Have students interview a person whose career is that of full-time homemaker. Work with students to develop questions prior to the interview; some questions may be adapted from Teaching Aid 81, ***Things to Think About***. Have students report their findings to the class. Lead a class discussion on the career option of full-time homemaker.

TA 81 Things to Think About

(See the Key Questions on the following page.)

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NOTES

KEY QUESTIONS

- What reasons were cited for choosing the career of full-time homemaker?
- What skills and preparation contribute to success as a full-time homemaker?
- What are advantages of this career option? disadvantages?

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection
- Leaders at Work
- Additional FHA/HERO activitiy ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

U.S. Department of Labor, 1998. *O*Net Dictionary of Occupational Titles*.

WEB SITE

U.S. Department of Labor. Occupational Outlook Handbook.
www.bls.gov/ocohome.htm

12B- The student is expected to determine skills and educational requirements for identified careers.

This TEKS also is addressed as part of a Blended Activity. Refer to the Career Showcase Project in the **Blended Activities** section for additional strategies and opportunities to blend the instruction for TEKS 12A-12E.

NOTES

1) PANEL DISCUSSION

Invite representatives of various careers to present a panel discussion on career options, with focus on skills and educational requirements for careers related to their area. Prior to the panel discussion, have students develop a list of questions. Provide copies of Teaching Aid 81, ***Things to Think About***, to provide ideas for questions.

TA 81 Things to Think About

2) RESEARCH/VISUAL DISPLAY

Refer students to the six career examples selected in Strategy 1, TEKS 12A. Using the Internet, the *Occupational Outlook Handbook*, and other resources, have students research each career listed on their index cards to determine the skills and educational requirements needed for that career. Have students record this information under #3 on the back of each card.

Lead students to develop a visual display highlighting career examples from home economics and other content specializations researched. The display should include, in attractive format, the description of each career, related responsibilities and duties, and information on skills and educational requirements for each career example.

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection
- Power of One: Working on Working
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

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NOTES

RESOURCES

BOOK

U.S. Department of Labor, 1998. *O*Net Dictionary of Occupational Titles*.

WEB SITE

U.S. Department of Labor. Occupational Outlook Handbook.
www.bls.gov/ocohome.htm

12C- The student is expected to compare personal strengths, abilities, and goals to occupational requirements.

This TEKS also is addressed as part of a Blended Activity. Refer to the Career Showcase Project in the **Blended Activities** section for additional strategies and opportunities to blend the instruction for TEKS 12A-12E.

NOTES

1) CLASS DISCUSSION

Distribute copies of Teaching Aid 82, ***Matching Abilities to Career Options***. After students have read the handout, lead a class discussion on the importance of comparing personal strengths and abilities to occupational requirements.

TA 82 Matching Abilities to Career Options

KEY QUESTIONS

- Why is learning about your strengths and abilities an important part of career exploration?
- Why is it important to narrow the options for career choices?
- How can you determine your strengths and abilities?
- How can you learn about occupational requirements in order to match them up with your personal abilities?
- When your abilities do not seem to match those required for a career of interest to you, what options might you consider?

2) GUEST SPEAKER

Invite a school counselor to speak to the class about the importance of comparing personal strengths, abilities, and goals to occupational requirements. Ask the counselor to explain interest and aptitude assessments and point out those available locally to students. If possible, set aside time for students to participate in an assessment to help identify their personal strengths and abilities.

Ask the counselor to discuss with students the importance of looking at long-term occupational goals as students begin to make plans for high school and beyond (i.e., select courses for their graduation plan, make choices for participating in activities and youth organizations).

Note: *Skills for Life* Module 8B, "Goal Setting and Decision Making," has additional information relating career goals to choices students make today (in the Career Goals section on pages 8B3-4).

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FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: SIGN ON to the Career Connection
- Power of One: Working on Working
- Leaders at Work
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life* Module 8B, "Goal Setting and Decision Making."

12D- The student is expected to explain how technology impacts family life and careers.

This TEKS also is addressed as part of a Blended Activity. Refer to the Career Showcase Project in the **Blended Activities** section for additional strategies and opportunities to blend the instruction for TEKS 12A-12E.

NOTES

1) GROUP ACTIVITY/CLASS DISCUSSION

Ask students how they would define *technology*. Display and discuss the definition shown on Teaching Aid 83, ***Technology***. Have students work in groups to list types of technology used in homes during a typical day. Examples might include heater, air conditioner, blow dryer, electric rollers, electric razor, microwave oven, computer, remote control, pagers, cellular phones, treadmills, washer and dryer, VCR, smoke detectors, security alarms, fax machine, etc. Have students rank devices in order of their importance in students' lives and analyze how the technology represented by the devices currently impacts their lives. Have students search the Internet or read references about technology of the future for home and work and then predict the impact technology might have on their future family and career lives. Lead students to share and discuss their group work.

TA 83 Technology

KEY QUESTIONS

- What positive effects has such technology had on your life?
- What negative effects has such technology had on your life?
- What are examples of time-saving devices?
- How would your life be affected if such technology were not available?
- Would the removal of certain forms of technology provide individuals today with more or less time to spend with family members? How?
- How has technology impacted various careers?
- How might technology impact future career choices?
- What future trends do you predict for technological devices that impact family life and careers?

2) BRAINSTORMING/WRITTEN EXERCISE/VISUAL DISPLAY

Lead students to brainstorm problems individuals or families might have as a result of technology. Examples might include the invasion of privacy by people breaking into mobile phone calls, stealing access to credit card accounts, computer hacking into credit reports, disposal of biohazardous materials, Internet privacy issues, etc. From the list developed, have students pair up to develop and propose a solution

NOTES

for three of the problems identified. Have students summarize their identified problems and solutions in writing and share solutions with other class members. Lead students to develop a vidual display including both problems and solutions.

3) INTERVIEWS/WRITTEN EXERCISE

Have students interview individuals to identify career options, available today as a result of technology, that were not foreseeable ten years ago. Work with students in advance to target persons representing a variety of occupational areas and to develop interview questions. Sample questions might include the following:

- What new careers have arisen in your occupational area over the past ten years as a result of new technology?
- What are examples of careers that have significantly changed over the past ten years as a result of technology?
- How has the way you perform your job changed as a result of technology?
- How has technology impacted the way you balance your family and career life?

TAAS WRITING

Following the interviews, lead students to share and discuss findings. Have each student write down three points that most impressed them about the impact of technology on careers and to write down one prediction about how technology is likely to impact their future careers.

FHA/HERO ACTIVITIES

- Families First: Balancing Family and Career
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

12E- The student is expected to relate demands and rewards of identified careers to personal and family life.

This TEKS also is addressed as part of a Blended Activity. Refer to the Career Showcase Project in the **Blended Activities** section for additional strategies and opportunities to blend the instruction for TEKS 12A-12E.

NOTES

1) PANEL DISCUSSION/WRITTEN EXERCISE

TAAS WRITING

Arrange for a panel discussion about the demands and rewards of careers in relation to personal and family life; include on the panel individuals representing a variety of occupations, including full-time homemaker. Work with students to develop questions, such as those below, to be given to the panelists in advance. Following the presentation, have students prepare a written summary of points covered.

KEY QUESTIONS

- What demands might various careers place on an individual's personal life? family life?
- How can the employee reduce stress resulting from such demands?
- What employer policies can help employees manage career-related demands on personal and family life?
- What rewards do various careers offer in relation to personal and family life?
- What can family members do to help the employee balance work and family demands?

2) AUDIOTAPED INTERVIEW

Audiotape an interview with a business representative, such as a human resources director of a large company or a representative of the Texas Workforce Commission. Ask the business representative to speak about benefits currently offered in many businesses and intrinsic rewards of work. Have the speaker describe current trends in employment benefits which impact personal and family life issues.

KEY QUESTIONS

- Why are benefit packages offered by employers?
- What do benefit packages typically include?
- What is the worth of various employee benefits?
- Are these benefits important for an employee to consider along with wage? Why?
- What are intrinsic rewards people often receive from working?
- Why is it important to consider intrinsic rewards when selecting a job or at other times in a person's employment lifetime?

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3) VISUAL DISPLAY

Divide the class into small groups. Have each group choose three careers and create a visual display depicting demands and rewards of the three identified careers. Students could use pictures from magazines or could draw illustrations to make a collage, poster, or other visual display. (For example, one group might focus on the demands and rewards of a career as a full-time homemaker, home economics teacher, retail sales manager, etc.) Have students share and view all visual displays.

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: INTEGRATE Work and Life
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

Skills For Living

Knowledge and Skills.

(13) Planning for the future.

The student evaluates personal goals in relation to planning for the future.

The student is expected to:

(A) explain the impact of short-term and long-term goals in planning for the future;

(B) apply effective verbal, nonverbal, written, and electronic communication skills;

(C) apply effective study skills that promote academic achievement;

(D) identify resources that assist in educational planning;

(E) analyze the impact of career goals on personal behavior and educational decisions; and

(F) summarize the relationship between goal achievement, decision making, planning, and management.

13A- The student is expected to explain the impact of short-term and long-term goals in planning for the future.

NOTES

1) WRITTEN EXERCISE/CLASS DISCUSSION

TAAS WRITING

Write the following terms on the board or overhead: goals, long-term goals, short-term goals, challenging goals, and realistic goals. Ask each student to respond in writing to the following prompts:

1. In your own words define the term goals.
2. What is the difference between a short-term goal and a long-term goal?
3. List three examples of short-term goals.
4. List three examples of long-term goals.
5. What is meant by realistic, but challenging, goals?

Lead students to share and discuss responses. Help students understand the importance of goals in planning for the future. Supporting information on this topic, as well as additional teaching aids, may be found in *Skills for Life* Module 8B, "Goal Setting and Decision Making," available from the Home Economics Curriculum Center.

2) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

TA 84 Goals Help You Plan for the Future

TAAS WRITING

Disseminate copies of Teaching Aid 84, ***Goals Help You Plan for the Future***, and review with students the information covered. Give each student one 4x6 index card and several 3x5 index cards. On their 4x6 cards, have students write a long-term goal they might select for themselves. (This should be a goal they are willing to share with others.) The goal may pertain to career, family, or personal life, but it should be a goal that extends at least a few years into the future and meets the criteria of item III on the teaching aid. Referring students to item IV, have them think of short-term goals they would need to meet in order to achieve their long-term goal. Instruct students to write each short-term goal on the smaller index cards and arrange them in approximate order in which they need to be completed. Let students circulate to view one another's sets of cards.

Use the activity as a springboard to teach concepts related to goal setting and to reinforce information from Teaching Aid 84. For example, you might note that as circumstances change, some short-term goals may need to be revised, deleted, or added in order to achieve a specific long-term goal; or the long-term goal itself may be altered. (Help students visualize concepts by moving, editing, or replacing certain index cards.) Point out that revising and updating goals is okay – even desirable, but note that having planned goals in the first place makes it easier to adapt and come closer to achieving the aims one wants to reach in life.

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KEY QUESTIONS

- How would various examples of long-term goals help students plan for their futures?
- How would various examples of short-term goals help in achieving the long-term goals?
- What were examples of realistic goals? of challenging goals?
- Why is it important to have a plan, even if it needs to be revised several times?

3) VIDEOTAPE

TAAS WRITING

Have students view a videotape on goal setting, such as *Goal Setting: Self-Esteem in Action*, available from the Home Economics Curriculum Center. After viewing the videotape, have students summarize three points they learned that would help them in setting their own goals for the future.

RESOURCES

PUBLICATION

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8B, "Goal Setting and Decision Making."

VIDEOTAPE

Goal Setting: Self-Esteem in Action, available from the Home Economics Curriculum Center.

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13B- The student is expected to apply effective verbal, nonverbal, written, and electronic communication skills.

The teaching and learning for TEKS 13B are embodied with that of TEKS 5A-D, which deal with effective communication. Please refer to the strategies in TEKS 5 for additional opportunities for instruction related to effective communication skills. In addition, opportunities for students to apply effective verbal, nonverbal, written, and electronic communication skills have been integrated in teaching and learning throughout the course.

NOTES

1) INDIVIDUAL ACTIVITY

Provide students with a copy of Teaching Aid 85, ***Netiquette***, and lead a discussion on E-mail courtesy guidelines. Arrange for students to correspond with a "keypal" from another school using E-mail. In their correspondence, have students share ideas about a class topic. Lead students to share information they learn from their keypal with the class.

TA 85 Netiquette

A *keypal* is the Internet equivalent of penpal. It is simply corresponding electronically rather than through the use of pen and paper. Information on how to get a keypals program started is available from Web sites such as www.keypals.com or www.iglou.com.

2) EDUCATIONAL TOUR

Take students on an educational tour of a local business. Arrange for an employee of the business to point out and explain the many forms of electronic communication used at the business.

KEY QUESTIONS

- What electronic communication devices are most often used?
- Are training opportunities provided to learn how to use the various forms of electronic communication?
- In what ways do the workplace and its employees benefit from the use of electronic communication?

3) VIDEOTAPE/ROLE PLAY

Have students consult references on nonverbal communication, and lead them to review concepts learned. Emphasize that in order for communication to be clear, an individual's body language must agree with his or her spoken message. For examples of body language, show to students excerpts of a videotape such as *Are You Listening?*, available from the Home Economics Curriculum Center, or videotaped

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NOTES

clips from television programs. Have students work in pairs to develop and present two role plays – the first where nonverbal messages confuse or contradict communication, and the second where nonverbal messages strengthen communication. Lead students to draw conclusions related to effective use of nonverbal communication.

KEY QUESTIONS

- How can nonverbal communication, such as body language, be misinterpreted?
- Why is it important for body language to agree with the spoken message?
- How can an individual learn to use nonverbal communication more effectively?

FHA/HERO ACTIVITIES

- STAR Events: Applied Technology, Interpersonal Communications
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

PUBLICATION

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 4A, "Verbal and Nonverbal Communication."

VIDEOTAPE

Are You Listening?, available from the Home Economics Curriculum Center.

13C- The student is expected to apply effective study skills that promote academic achievement.

1) RESEARCH/VISUAL DISPLAY/INDIVIDUAL ACTIVITY

Divide the class into groups, and assign each group one of the topics listed on Teaching Aid 86, ***Components of Effective Study Skills***. Instruct each group to research their assigned topic, using the Internet or reference books, and to develop a visual display of study tips related to their topic. A topical search of "study skills" on the Internet will yield many relevant Web sites. Position the resulting displays around the room, and have each group explain their tips. Add any additional study strategies to students' work as appropriate.

Have each student view all displays, select the strategies most likely to work personally, and develop a written individual study contract that incorporates those strategies. Work with students to finalize their contracts. Plan times for students to refer back to their study contracts throughout the semester, evaluate the effectiveness of the contracts, and make needed adaptations.

NOTES

TA 86 ***Components of Effective Study Skills***

TAAS READING

TAAS WRITING

2) FHA/HERO PROJECT

As a Community Service Project, have FHA/HERO members arrange to share the study skills visual displays from Strategy 1. Or, members could compile the information and use computer applications to create a brochure for distibution to peers, elementary students, or other targeted groups.

3) INDIVIDUAL ACTIVITY/ FHA/HERO

Lead students to understand how being organized and responsible promotes effective study skills and academic achievement. Have students create a Daily Assignment Notebook for their own personal use. As a daily assignment, have students record their homework, project, and test assignments for each of their classes. After a week of using this method, lead students as a class to evaluate its effectiveness. Do a second evaluation later in the semester.

Note: This activity could be adapted as a Power of One self-improvement project to improve personal study and school organizational skills.

NOTES

TA 87 ***Reading Skills – SQ3R***

TAAS READING

TAAS WRITING

4) CLASS DISCUSSION/READING ASSIGNMENT/WRITTEN EXERCISE

Display a copy of Teaching Aid 87, ***Reading Skills - SQ3R***, and review with students these five steps that can help you better understand what you read. Lead a class discussion on the importance of good reading skills. Emphasize that reading is the means through which much knowledge is acquired and is the most common assignment in school, so anything a student can do to make reading easier and more effective will save time and promote academic achievement. Ask students to utilize the steps in a specific reading assignment during the week and turn in a brief report on how well the method worked. Encourage students to practice the method several times to give it a chance to work.

RESOURCES

13D- The student is expected to identify resources that assist in educational planning.

1) GUEST SPEAKER

Invite the school counselor to speak to the class about resources that assist in educational planning. Help students prepare questions in advance to ask the counselor. Provide each student with a copy of Teaching Aid 88, ***Resources That Assist in Educational Planning***. As the counselor refers to a resource that will help students plan their high school education, have the students write it on their chart under the section titled "In High School." Ask the counselor also to identify resources that will assist students with educational planning after high school, and have students fill in the "After High School" section.

2) EDUCATIONAL TOUR

Arrange for students to tour a local community college or university. As part of the tour, have students visit the office of student services and visit with academic advisors and obtain brochures and other resources that assist in educational planning. As students identify additional resources that assist in educational planning, have them add them to their charts from Strategy 1.

NOTES

TA 88 ***Resources That Assist in Educational Planning***

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RESOURCES

13E- The student is expected to analyze the impact of career goals on personal behavior and educational decisions.

1) GROUP ACTIVITY/CLASS DISCUSSION

Divide the class into groups, and give each group a copy of Teaching Aid 89a, ***Your Behavior and Decisions NOW Impact Long-term Career Goals!*** Instruct students to start by filling in the beginning blanks with the name and career goal of a fictional person, then answer the four questions. Teaching Aid 89b is provided as an example you can work through with the class to be sure they understand the assignment. Have groups share their completed work, and lead a class discussion on how personal behavior and educational decisions are impacted by career goals, and vice versa.

KEY QUESTIONS

- How does knowing your future career goals impact personal behavior and educational decisions in the present?
- Many roadblocks resulting from personal behavior and educational decisions can be fairly easily overcome. What are examples of temporary roadblocks? What are suggestions for overcoming these roadblocks?
- Some roadblocks are much more permanent. What are examples of roadblocks that may permanently limit career options? What are suggestions for avoiding these roadblocks?

NOTES

TA 89a Your Behavior and Decisions NOW Impact Long-term Career Goals!

TA 89b (Example)

2) WRITTEN EXERCISE

Have students take out their long-term and short-term goal index cards from Strategy 2, TEKS 13A, and arrange them in the approximate order in which they need to be completed. On colored 3x5 index cards, write down some "roadblocks" related to personal behavior and educational decisions that might delay goal achievement. Insert a colored roadblock card at some point in the ordered goals of each student. Ask students to use decision-making and problem-solving skills to think of ways to overcome the roadblock and get back on track to reach the long-term goal. Have students prepare a written analysis of their particular challenge and solution.

TAAS WRITING

3) VISUAL DISPLAY

Guide students in preparing a visual display that looks like a road or highway. Have them create visuals that represent goals and roadblocks. They might also create road signs as a means to communicate how they will avoid or deal with the roadblocks and get back on track. Have students explain how the display represents the impact of career goals on personal behavior and educational decisions.

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RESOURCES

PUBLICATION

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8B, "Goal Setting and Decision Making."

13F- The student is expected to summarize the relationship between goal achievement, decision making, planning, and management.

NOTES

1) SYMPOSIUM/WRITTEN EXERCISE

Have students conduct a symposium where a student or team of students assumes the roles of:

- Decision making
- Planning
- Management

Each student/team should first provide basic information about themselves and then tell why they are important to goal achievement. For example, the first student might say "I'm Decision Making. I consist of the following steps (list the steps in decision making, maybe while holding up a visual). I think I am important to goal achievement because . . ." The same procedures would be repeated for Planning and Management.

TAAS WRITING

Require students in the audience to ask questions of the symposium panel and then summarize in writing what they learned from the panel. (Have students write their summaries on index cards. Then display the cards on a bulletin board about goal achievement.)

2) CLASS DISCUSSION

Use information such as that provided in *Skills for Life* Modules A, "Managing Multiple Roles," and B, "Goal Setting and Decision Making," to lead a class discussion on the relationship between goal achievement, decision making, planning, and management. Clarify students' understanding of the definitions of each term, and review steps in the management and decision-making processes.

KEY QUESTIONS

- How do tools such as management, planning, and decision making help give an individual some influence over what is achieved in life, rather than leaving things mostly to chance?
- How can an individual learn to be a better decision maker, planner, and manager?
- What are the advantages of being a better decision maker, planner, and manager?

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TAAS WRITING

3) GUEST SPEAKER

Invite a person who has achieved noteworthy personal and career goals to speak to the class about how tools such as decision making, planning, and management helped the individual achieve goals. Guide students in preparing questions for the speaker prior to the presentation. Have students summarize in writing three key points that they learned from the presentation.

RESOURCES

PUBLICATION

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8A, "Managing Multiple Roles," and Module 8B, "Goal Setting and Decision Making."

BLENDED ACTIVITY

2A - The student is expected to identify factors influencing personal development.

2B - The student is expected to propose ways to promote positive self-image.

2C - The student is expected to relate personality traits to positive interpersonal relationships.

2D - The student is expected to determine personal strengths and abilities as they relate to choices in life.

2E - The student is expected to demonstrate practices of effective leaders and team members.

Additional knowledge and skills related to strengths and abilities selected by the student for the showcase project will also be reinforced.

SKILLS FOR LIVING SHOWCASE

Using Teaching Aids 90a through 90f, ***Skills for Living Showcase,*** have students complete the Skills for Living Showcase project. At the completion of the project, have student volunteers present their projects to the class and explain how their strengths and abilities relate to the choices they make in life. Host an actual Skills for Living Showcase in which parents, teachers, administrators, and other community members are invited to view the students' projects. Have students volunteer to speak at the Skills for Living Showcase event.

WHAT IS A SKILLS FOR LIVING SHOWCASE?
The Skills for Living Showcase is a project in which students determine personal strengths and abilities they possess that are related to concepts covered in the Skills for Living course. Students then describe, illustrate, and exhibit these abilities in a visual display as part of a class showcase.

WHAT IS THE PURPOSE OF A SKILLS FOR LIVING SHOWCASE?
The showcase activity provides an opportunity for students to review knowledge and skills they have studied in the Skills for Living course, to identify their personal strengths and abilities related to course concepts, and to publicly showcase selected strengths and abilities. This activity not only reinforces and makes relevant the knowledge and skills studied, but it promotes positive self-image.

WHAT IS REQUIRED OF STUDENTS PARTICIPATING IN THE SKILLS FOR LIVING SHOWCASE?
Students participating in the showcase are required to:

- review knowledge and skills studied in the Skills for Living course.
- recognize that each student possesses unique strengths and abilities.
- identify personal strengths and abilities related to course concepts.
- use the decision-making process to choose two or three strengths and abilities to highlight.
- practice management skills in using time, energy, and other resources wisely for the project.
- communicate with parents and the teacher regarding questions and concerns related to the Skills for Living Showcase.
- complete each step in the Skills for Living Showcase student assignment.

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BLENDED ACTIVITY

8A - The student is expected to describe practices that facilitate goal setting.

8B - The student is expected to identify resources involved in decision making.

8C - The student is expected to explain the importance of planning in the achievement of short-term and long-term goals.

8D - The student is expected to utilize the decision-making process and goal setting to guide spending.

8E - The student is expected to apply consumer practices facilitating the best use of available funds.

PROJECT

Have students assume the roles of employees for *Consumer Reports*. (Students could be writers, editors, etc.) Have students work in teams based on the topics below. Instruct students to write and produce a magazine that includes articles on the following subjects:

- Practices that facilitate goal setting
- Resources involved in decision making
- The importance of planning in the achievement of short-term and long-term goals
- How the decision-making process and goal setting guide spending
- Consumer practices that facilitate the best use of available funds

Guide students to use the Internet, library, and classroom resources to gather information for their articles. Have students design a cover, include a table of contents, and include advertising to make their magazine realistic. Students could advertise upcoming FHA/HERO events or other school functions.

Have students produce the magazine using a variety of computer software (word processing, graphics, etc.). Have students consult the computer technology teacher for assistance and make arrangements to use the computer lab if classroom computers are not available. If possible, arrange to have a copy printed for each student.

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BLENDED ACTIVITY

12A - The student is expected to identify a variety of career options, including full-time homemaker.

12B - The student is expected to determine skills and educational requirements for identified careers.

12C - The student is expected to compare personal strengths, abilities, and goals to occupational requirements.

12D - The student is expected to explain how technology impacts family life and careers.

12E - The student is expected to relate demands and rewards of identified careers to personal and family life.

PROJECT

Using Teaching Aids 91a through 91d, ***Career Showcase Project,*** and Teaching Aid 81, ***Things to Think About***, have students complete the Career Showcase Project. At the completion of the project, have students do oral presentations to the class on their projects. Students also could host a Career Showcase Day in which other students, teachers, administrators, and parents view the projects.

WHAT IS A CAREER SHOWCASE PROJECT?

A Career Showcase Project is similar to both a science fair project and a career day in that it allows students to research a career of major interest and present their findings along with a display related to their researched career. Students participating in the Career Showcase Project describe, illustrate, and exhibit information related to their researched career on display boards.

WHAT IS THE PURPOSE OF THE CAREER SHOWCASE PROJECT?

The purpose of the Career Showcase project is to allow students to focus on a career that, at this point in their lives, seems ideal and is of great interest to them. For the project, students may select from a variety of career options, including full-time homemaker. The showcase provides an opportunity for students to present and exhibit current information and hands-on activities that are related to the chosen career. Through participation in the Career Showcase Project, students learn about the special education and training, qualifications, and talents that are needed for their researched careers.

WHAT IS REQUIRED OF A CAREER SHOWCASE PROJECT PARTICIPANT?

A Career Showcase Project participant is required to:

- select a career to research.
- identify personal abilities, skills, and talents that relate to the selected career.
- use the decision-making process to select the career and a hands-on activity that is related to the career (e.g., for interior designer, the student might make a model home and decorate the interior).
- practice management skills in using time, energy, and other resources wisely for the project.
- develop a resumé and cover letter for a job application in the selected field.
- communicate with parents and the teacher regarding questions and concerns related to the Career Showcase Project.

Note: If the selected career is that of full-time homemaker, work with students to adapt requirements as appropriate. For instance, instead of preparing a resumé and cover letter for a job application, the student might prepare a letter of application for a volunteer position in the community, along with a resumé citing skills and experiences that qualify the individual for the volunteer position.

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BLENDED ACTIVITIES

Integration of FHA/HERO

CHAPTER ACTIVITIES

Have students invite child care providers, nurses, and/or paramedics to speak to the chapter on child care safety practices and to demonstrate basic first aid procedures.

TEKS 6B, 6C, 6D

Have students plan a community health night where information on mental health, physical health, nutrition, dietary needs, and stress management is provided through various speakers and activities.

TEKS 10A-10G

POWER OF ONE

A Better You: Have students work on a plan for:

- self-improvement
- goal setting
- managing multiple roles as a teen
- nutrition and health

TEKS 2B, 2E, 8A, 8C, 9A, 9B, 10A, 10D

Family Ties: Have students work on relationships with various family members and develop a plan of action.

TEKS 1B, 1C, 1D, 3C, 3F

Working on Working: Have students research their parents' or other adults' careers to discover the demands, rewards, responsibilities, opportunities, and educational requirements; compare with careers of interest to the students. Begin the development of individual student portfolios by developing a list of the students' personal strengths, abilities, and traits that are desirable in various careers of interest to them.

TEKS 2C, 2D, 12A-12E

Speak Out for FHA/HERO: Have students plan and present a program for a civic organization or elementary students about the importance of leadership, communication, and other skills, and how participation in FHA/HERO helps to develop such skills.

TEKS 2D, 2E, 5A-5D

FAMILIES FIRST

Work with students to develop project ideas related to family relationships and personal development.

TEKS 1A-1E, 2A-2E, 3A-3F

STUDENT BODY PROJECT

Work with students to develop project ideas related to good nutrition and health practices.

TEKS 10A-10D

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BLENDED ACTIVITIES

Integration of FHA/HERO

STAR EVENTS

Applied Technology: Have students use forms of electronic communication (i.e., Internet, E-mail, multimedia presentations) to develop and present a project of their choice related to course content.	**TEKS 13B and other TEKS as applicable**
Focus on Children: Have students organize workshops on baby-sitting skills, refusal skills, conflict resolution, safety for latchkey children, grooming, or nutrition for children. Students might pair up with another agency or organization to implement the plan.	**TEKS 5B, 6A, 6C, 6D, 10A, 11**
Illustrated Talk: Suggested topics include child abuse, emergency first aid, eating disorders, and development of positive self-esteem.	**TEKS 2B, 6B, 6C, 6E, 10C**
Interpersonal Communication: Have students organize workshops on effective communication, patterns of communication, and refusal skills. These workshops could be focused toward peers, families, or employers.	**TEKS 4D, 5A-5D, 13B**
Job Interview: Have students develop a portfolio and prepare for an interview for a career of their choice. Use guidelines for the event to prepare for the competition.	**TEKS 12A, 12B, 12C, 13B**

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Creative Ideas

NOTE TO THE TEACHER

Developers of the series of instructional guides for implementing Home Economics Education Texas Essential Knowledge and Skills faced a twofold challenge: (1) to write instructional strategies that enable students to acquire the stated essential knowledge and skills and (2) to help teachers deliver the strategies in ways that promote active learning, relevance, and retention in students.

After a great deal of experimenting and discussing, the following system seems best to address the twofold challenge, while providing maximum flexibility for you, the teacher, whom we consider the ultimate instructional expert in your classroom.

- The nature of the content of home economics provides wonderful opportunities for hands-on, relevant learning by students, and in many cases the instructional strategies themselves facilitate active learning.
- Teaching and learning activities in the instructional strategies section have been presented as briefly as possible. For instance, the strategy may state "Have students work in groups to ...," but no specific suggestions for grouping students are provided.
- The **Creative Ideas** section has been included to provide you with suggestions and examples of ways to enhance some basic techniques included in the **Instructional Strategies** section. For example, it does provide several specific suggestions for grouping students.
- The **Blended Activities** section promotes student learning of multiple TEKS through hands-on, project-based, and/or problem-solving activities.
- Integration of FHA/HERO activities as appropriate throughout the instructional strategies and blended TEKS activities promotes student learning through relevance and application.

We strongly encourage you to:

- Read this section! Not only will it provide ideas for promoting active learning, but it will provide additional suggestions for saving teacher time and enhancing student learning and skills development.
- Link appropriate creative teaching techniques to specific instructional strategies in your Teacher's Instructional Guide.
- Adapt the instructional strategies and creative teaching techniques to fit your district needs, the needs and learning styles of your students, and your own teaching style.
- Add to this section! Resources that offer creative teaching ideas are readily available. Professional development conferences continually offer sessions that promote active learning, authentic assessment, varied learning styles, etc.

This section provides only a small sampling of creative ideas for teaching techniques!

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Creative Ideas

GROUP ACTIVITY/TEAMWORK

When to use: In activities where teamwork facilitates generation of ideas and higher-order learning. Working in groups also meets needs of students with global learning styles.

Skills reinforcement: Teamwork and leadership skills, communication skills, interpersonal skills

Methods of grouping students:
There are many methods of randomly assigning students to groups. Several examples are provided below. You can pick up other ideas through brainstorming, networking, and personal participation in group activities. (Note that methods will vary depending on the number you want in each group.) Dividing students into groups can be a quick way to inject some fun into an activity.

- Count Off. Have students count off 1 through however many groups are needed, repeating until all students have a number. Select a location for all "1s" to work, all "2s", etc.
  Variation – write the numbers on cards and have students draw.
- Geography.
  – For pairing students, have them draw cards with names of states and capitals. Students find the classmate with the matching state or capital.
  – Have students draw from cards with names representing geography sets, such as names of continents, oceans, countries, rivers, etc. Students will need to figure out what their name represents, and find the others with cards in the same set.
- Course content. (Similar to the above activity, except using concepts from the course.)
  – For pairing students, have them draw cards listing either elements and principles of design or corresponding definitions. Students find the classmate to match the term and definition.
  – Have students draw from cards representing nutrition sets, such as foods from different food groups. Students find others with cards in the same set.
- Famous Fictional Characters. Have students draw cards with names of characters from literature they have recently studied in Language Arts, famous fictional characters (such as characters from Peter Pan or The Wizard of Oz), well-known television shows, etc.
- Puzzles. Purchase or create puzzles, mix up the pieces, and have students find group members with matching puzzle pieces. Hint – if you have puzzles with more pieces than needed for group members, pull out the number of pieces needed for students to draw, leave the remaining pieces on the table where the group will meet, and have students circulate among tables until they find their correct puzzle and meet up with other group members.
- Deck of Cards. A deck of cards (or multiple decks) can be used in many ways to form various sizes of groups. Students can form groups based on suits, colors, face cards, or combinations (such as a full house or four-of-a-kind).
- Candy Flavors. Have students group according to flavors of candy or colors, for example, of M&Ms. This provides students with a nice treat also!
- Self-selection. Allow students to select their own group members. Have students group with students nearby, or find students with whom they have not recently worked.

GROUP ACTIVITY/TEAMWORK (Continued)

Suggestions for Effective Group Activities:
The size, structure, and function of a group will differ depending on specific objectives of the activity. Following are a few suggestions for helping students work most effectively in groups.

- Clarify expectations. Make sure all group members know what is expected of each person individually and what the group is expected to accomplish as a whole.
- Set time limits. Let groups know up-front how long they will have to work. If it is a lengthy activity, provide time checks periodically. Let groups know when they have one to two minutes remaining, and signal when time is up. Examples of signals include flipping a light switch, clapping, using a sound signal (bell, kazoo, train whistle, etc.), or playing music.
- Make individual assignments where appropriate to the activity. Possibilities include leader or facilitator, recorder, timekeeper, or runner.
- Emphasize the importance of each member's contributions, through participation, encouragement, focus on the task, and contribution to the final product. Build in individual accountability.

Build in individual accountability!
When participating in engaging, active learning experiences, is important that students understand that they are accountable for learning. It may be tempting for students, when working in groups, watching a video, or listening to a guest speaker, to view the experience more as a "fun activity" than as a learning experience. While the experiences are intended to be enjoyable, students need to understand that the underlying purpose is to enable them to acquire essential knowledge and skills.

Following are suggestions for building individual student accountability into group and teamwork activities, as well as classroom discussions, videotape viewing, guest speakers, educational tours, etc.

- Set the stage for learning. Frame each activity within the context of essential knowledge and skills students are expected to acquire. In other words, help them up front to see the relevance of learning activities.
- Structure the group to promote accountability. For example, each student within the group could be assigned a specific role. Or each member might be responsible for a specific part of the product. Provide a means of assessing each student's effectiveness.
- Vary the methods through which students report group findings and results. For example, if there is one "reporter," other group members may not feel as accountable as that designee. If, however, the teacher randomly calls on group members for reports, all members will need to be prepared. Provide an occasional variance by having group members return to their desks and write individual accounts of group results.

It should not be necessary to implement such suggestions for every activity. By varying the process, randomly calling on groups or individuals, occasionally requiring written accounts, etc., the teacher sends the message that students are individually accountable and need to be involved and attentive.

Creative Ideas

RESOURCE PERSONS (GUEST SPEAKER/PANEL DISCUSSION)

When to use: Good for providing information not readily available in textbooks, information that is new, or that which is best presented in a "real-world" perspective. With new information becoming available so rapidly, this method offers unique opportunities to provide students with the latest perspectives. It also provides students with opportunities to hear information straight from "experts," promoting credibility and relevance to students.

Skills reinforcement: This method provides rich opportunities for promoting a variety of skills. The following suggestions provide students excellent practice for improving and applying verbal, nonverbal, written, and electronic communication skills. Rotate these responsibilities throughout the semester so various students have an opportunity to perform different tasks. (The following suggestions can also save the teacher much time!)

- Have students help make initial contacts with the guest speaker or panel participants. Let students practice or role play making contacts via telephone or in person. Work with them to initiate and follow through on actual contacts.
- Have students introduce the topic and guests. Guide students in writing appropriate introductions for speakers or panel members. Make sure students are prepared to make the actual introduction before the presentation.
- Have one or more students write each participant a thank-you note expressing appreciation from the class. You may suggest that the note be handwritten and point out the appropriateness of personalized, handwritten thank-you notes. Or students may utilize computer applications to compose the note. Have students create a class letterhead for correspondence.

Suggestions for maximizing guest resources. Teachers have expressed that it is time-consuming to arrange for several guest speakers or panels each semester and that they do not want to call upon the same persons frequently. Use student participation as suggested above to save teacher time. Use technology to expand access to resource persons and to build a resource file for future reuse.

- Videotape the classroom presentation by the speaker/panelists. The videotape can be viewed by students who may have been absent and can be added to a resource file for use with later classes. This eliminates the need to arrange for several "live" presentations each semester. This is especially critical in small communities where the same "experts" would likely be called upon time after time.
- Utilize videoconferencing facilities to connect students in the classroom with the speaker/panelists in another location. Record the videoconference for review and reuse. This can be especially helpful in small communities where resource persons for various topics may not be available.
- Videotape or audiotape the resource persons at their locations, or audiotape (with permission) responses to information inquiries over the telephone.
  Alternative: have students conduct audiotaped interviews to solicit information and present the information in the format of a television newscast or documentary.

Creative Ideas

ORGANIZING AND PRESENTING INFORMATION: VISUAL DISPLAYS, BROCHURES/FLYERS, PRESENTATIONS

When to use: As students research and collect varied information, these techniques enable them creatively to compile and organize; to share information with classmates and potentially other audiences.

Skills reinforcement: Depending on how the activity is structured – communication skills (verbal, nonverbal, written, electronic); teamwork and leadership skills; interpersonal skills; management and problem-solving skills; organizational skills

Suggestions for effective visual displays and presentations:

- Incorporate the use of computers and technology applications where appropriate.
- Choose techniques that fit learning objectives; in some cases, that might best be students in groups writing ideas on large sheets of paper to be posted around the room. Or it may be a multimedia presentation to be presented at an all-school assembly.
- Some activities may best be done individually; some by groups. Consider learning objectives, as well as learning styles of students.
- Visual displays and presentations provide an opportunity for authentic assessment of student learning on a topic.
- Allow students to generate ideas for organizing and presenting information.
- Where feasible and appropriate, keep outstanding student products for future use.

Miscellaneous ideas for organizing and presenting information:

- listing of ideas on large sheets of paper
- display of items (i.e., sewing notions for clothing repair)
- graffiti mural where students take markers and share key points learned
- bulletin board
- overhead transparency
- *large index cards for recording information from research, interviews, observations, and bibliographic information from printed references
- *graphic organizers for effectively organizing ideas and research findings
- brochure/booklet describing information about a topic; Teaching Aid 92, ***Brochure Assessment***, provides a tool for evaluating the effectiveness of a brochure
- flyer/circular promoting key points related to a topic
- bookmark citing useful information about a topic
- newsletter
- oral presentation (vary through skit, monologue, or puppet presentation)
- written presentation
- poster presentation (sharing research findings)
- videotape presentation
- photo album or display
- multimedia presentation utilizing a combination of print and electronic media

* Detailed suggestions for compiling and organizing information are included in Appendices G and H of *Independent Study in Home Economics Education*, available from the Home Economics Curriculum Center. An example of a web diagram is shown in Teaching Aid 93, ***Web Diagram***.

Creative Ideas

CASE STUDIES AND SCENARIOS

When to use: As a tactful way to address sensitive issues. Allows students to express their views and examine the views of others in a non-judgmental manner around hypothetical, fictional situations.

Skills reinforcement: Problem-solving; creative and critical thinking; verbal, nonverbal, and written communication skills; leadership and teamwork skills

Case studies and scenarios are very similar in nature, and the terms are often used interchangeably. Both describe hypothetical circumstances and characters, and both set up a situation for analysis and application of problem-solving skills. As presented in this instructional guide, a case study provides more details about a specific situation and each character involved. A scenario is a brief synopsis of a set of circumstances or sequence of events.

Suggestions regarding case studies and scenarios:

- Where case studies or scenarios have been provided with the instructional strategy, read them to be sure they are appropriate for your instructional environment and local district policies. You may choose to adapt them or have students write new ones.
- Writing original case studies or scenarios is a good opportunity for students to create situations related to the topic that are most relevant to them. The writing experience also develops communication skills and provides TAAS reinforcement.
- Remind students that case studies and scenarios should be written as fictional.
- Newspaper articles and periodicals, such as parenting and family magazines, can provide stimulating ideas for case studies and scenarios.
- Case studies and scenarios can be presented in creative formats, such as that of an advice column or an "Ask an Expert" column.
- Use case studies and scenarios written by students to build a resource file for future use.

Creative Ideas

LISTENING TEAMS

When to use: To promote attentiveness during presentations by guest speakers or panels, videotapes, observation assignments, or other viewing/listening activities. Requires students to listen specifically for certain points or ideas.

Skills reinforcement: Communication skills, especially listening; leadership and teamwork

Suggestions for effective use of listening teams:
Prior to a presentation, lecture, or videotape, divide students into listening teams. Give each team a specific assignment or role, so they will know up-front what they need to listen for. Let students know they will be responsible afterwards for reporting to the class, in writing or orally, the results of their assignment. Examples of listening team assignments or roles include the following:

- Provide students with a list of topics to be covered. Assign each team one or more specific topic(s) for which to listen during the presentation. Have them summarize key points related to their assigned topic following the presentation.
- Have each listening team write questions related to an assigned topic prior to the presentation. Students must listen during the presentation for answers to questions they wrote.
- Assign each team a specific role during the presentation. For example, one team might prepare questions based on information presented, another might summarize the five most important points, another might identify issues for further discussion or clarification, etc.

DEBATE

When to use: When there are two sides to an issue – pros and cons, advantages and disadvantages, etc. Debate promotes critical thinking and requires students to research, look at all sides of an issue, and draw conclusions.

Skills reinforcement: Communication skills; critical thinking skills; research skills

Clarification and suggestions related to classroom debates are provided in Teaching Aid 94, ***Guidelines for a Classroom Debate***.

Creative Ideas

BRAINSTORMING

When to use: When you want students quickly to generate as many ideas as possible about a topic; to get ideas "on the table" before discussing or analyzing them. Useful when you want to begin with students' ideas or understanding about a topic.

Skills reinforcement: Communications skills

Suggestions for effective brainstorming:
Create an environment where students feel free to let ideas flow freely. The brainstorming process is not the time for discussing or critiquing input.

Brainstorming variations:

- Have a student volunteer record ideas as they are generated by members of the class.
- Have students work in small groups to brainstorm ideas on a topic. Lead group to take turns sharing ideas.
- Have individuals brainstorm ideas by writing them on small post-it notes. Then have students post the notes around the room. This works well when ideas later need to be categorized.
- Popcorn Planning: Have students think of themselves as part of a giant popcorn popper; have them jump up and share ideas as they come. Serve popcorn at the close of the lesson. (Idea from Janis P. Meeks, *Time to Teach* series.)

GAMES

When to use: Good when students need to learn or review facts and details. Provides a fun way to commit details to memory and practice recalling.

Skills reinforcement: Communication skills; interpersonal skills; games involving team competition promote leadership and teamwork skills

Suggestions for games:
Instructions for a Jeopardy game are provided in Teaching Aid 95, ***"Jeopardy" Game Instructions***. Ask students to suggest other game formats they would enjoy using, and let them develop the games and make up a clever title for each game. Writing clear instructions and verbally explaining them will be excellent practice of communications skills. The process of preparing questions or facts to be used in the game will require researching and reviewing content information, thus promoting learning.

Creative Ideas

INTERNET ACTIVITIES

When to use: In locating new, updated information; to enhance or replace information provided by references and textbooks, which may be outdated.

Skills reinforcement: Communication skills (written and electronic); research skills

The Internet provides hands-on opportunities for students to research information through a medium with which most of them are familiar. Following are miscellaneous suggestions related to creative use of the Internet in instruction:

- The convenience of Internet access will vary among school districts. Your students may have access to the Internet in various classrooms, in a computer lab or library, or in many of their homes. Assignments related to Internet research should be structured accordingly.
- Student skills in exploring the Internet will also vary (as will skills of teachers). You may want to invite a resource person to assist students with the first assignment involving Internet search, or plan an educational tour to a computer lab where students can conduct the assignment under supervision of someone with Internet expertise.
- Review common Internet terminology, such as terms defined on Teaching Aid 96, ***Internet Terminology***.
- Provide students with guidelines regarding Internet use and safety. Some accepted rules of conduct for Internet users are provided in Teaching Aid 85, ***Netiquette***.
- If the majority of students are not experienced in using the Internet, begin by assigning a specific Web site for them to visit for information related to a specific topic. Have students summarize key information learned from the Web site. If the site has hyperlinks, ask students to check them out to see what additional information the sites lead to.
- As students become more experienced, have them conduct Web searches, using available Web browsers or search engines. When students conduct Web searches, remind them to:
  – note what key words were used, most especially those that worked to locate information
  – take notes about the topic they are researching, and print out information as appropriate (Have students be sure to note on any printouts the Web address of the source. This is important for bibliographic reference, and to be able to return to the site later for clarification or further information.)
- It is also helpful to diagram the path of a Web search. Begin the diagram with the name and Web address of the browser used to search. Plot the name and Web address of each location along the path of the search. This will facilitate relocation of informative sites in the future.
- Use the expertise of students to teach other students, and even the teacher, Internet skills!

Creative Ideas

LET STUDENTS HELP!

When to use: To promote student involvement, provide an opportunity for skills development, capitalize on student skills and creativity, and save the teacher time! Also, since each teacher has a preferred learning style, involving students broadens the types of learning experiences to meet the needs of students with learning styles that differ from those of the teacher.

Skills development: Provides a multitude of opportunities for promoting various skills, including communication (verbal, nonverbal, written, and electronic); teamwork and leadership; interpersonal; management and problem-solving; organizational

The following are just a sampling of ideas for student involvement in planning and implementing instructional experiences. Be sure to work with students to prepare them to perform each task successfully. This may entail practicing or role playing situations in advance. And, of course, supervise students to ensure appropriateness and accuracy of information gathered.
Examples of tasks students can perform include the following:

- Make contacts to arrange for guest speakers or panelists.
- Help with classroom correspondence; for example, write thank-you notes to guest speakers, persons who helped with learning tours, and other supporters of class projects and activities.
- Write for information on topics or products. (Provide students with resource lists, or have them help conduct Web searches to locate sources of information on topics.)
- Audiotape or videotape interviews on location with resource persons.
- Videotape segments of movies or television shows illustrating relevant concepts.
- Provide CDs/songs that relate to the lesson (to be played in opening or closing a lesson, or to emphasize a specific point – good for global learners!).
- Perform Web searches.
- Clip newspaper articles relevant to lessons. (Create an "In the News" resource file for ongoing use.)
- Collect examples of items to reinforce classroom learning, such as food labels, appliance use and care manuals, clothing labels, credit card terms and solicitation letters, etc.
- Design bulletin boards.
- Help find cartoons, relevant or humorous quotes, anecdotes, and jokes relevant to topics.
- Develop games for use in learning or reviewing factual material.
- Write test or review questions on material covered.
- Develop project criteria and rubrics.

Resources

Abuse Hotline
(800) 252-5400

American Dietetic Association (ADA)
216 W. Jackson Blvd.
Chicago, IL 60606-6995
(312) 899-0400
www.eatright.org

American Red Cross
(Contact local chapters across Texas and the United States)
www.redcross.org

Consumer Credit Counseling Service
cccs@cccsintl.org

Consumer Information Center
www.pueblo.gsa.gov

Duyff, Roberta Larson, 1998. *The American Dietetic Association's Complete Food and Nutrition Guide*. Minneapolis, MN: Chronimed Publishing.

Extension Foods and Nutrition
www.oznet.ksu.edu/

Federal Trade Commission
www.ftc.gov/

Food and Nutrition Information Center
www.nal.usda.gov/fnic

Food Finder
www.olen.com/food

Future Homemakers of America, Inc.
1910 Association Drive
Reston, VA 20191-1584
(703) 476-4900
www.fhahero.org

Future Homemakers of America, Inc., 1998. *Career Connection*.

Future Homemakers of America, Inc., 1999. *Leaders at Work*.

Home Economics Curriculum Center
Texas Tech University
Box 41161
Lubbock, TX 79409-1161
(806) 742-3029
www.hs.ttu.edu/hecc

Home Economics Curriculum Center, 1992. *Effective Management of Multiple Roles*.

Home Economics Curriculum Center, 1999. *Essentials for Home Economics Education: The Cornerstone.*

Injury Control Resource Information Network
www.injurycontrol.com

JumpStart Coalition for Personal Finance Literacy
www.jumpstartcoalition.org

Mayo Clinic – First Aid
www.mayohealth.org/mayo/library/htm/firstaid.htm

Mississippi State University Extension Service
www.ext.msstate.edu/pubs

National Association for the Education of Young Children (NAEYC)
www.naeyc.org

National Committee to Prevent Child Abuse
www.childabuse.org

Ohio Agricultural Extension Service (Ohioline)
www.ag.ohio-state.edu/~ohioline

The Soap and Detergent Association (SDA)
475 Park Avenue South
New York, NY 10016
www.sdahq.org

Texas Agricultural Extension Service
(Contact County Extension Agent - Family and Consumer Sciences)
fcs.tamu.edu or *agextension.tamu.edu*

Texas Department of Human Services (TDHS)
701 W. 51st Street
Austin, TX 78751
(512) 438-3011
www.dhs.state.tx.us

Texas Department of Protective and Regulatory Services (TDPRS)
Box 149030
Austin, TX 78714-9030
(512) 438-3645
www.tdprs.state.tx.us

U.S. Consumer Gateway
www.consumer.gov/yourmoney.htm

U.S. Department of Labor, 1998. *Occupational Outlook Handbook*. Chicago, IL: Bureau of Labor Statistics.
www.bls.gov/ocohome.htm

U.S. Department of Labor, 1998. *O*Net Dictionary of Occupational Titles*. Indianapolis, IN: Jist Works, Inc.

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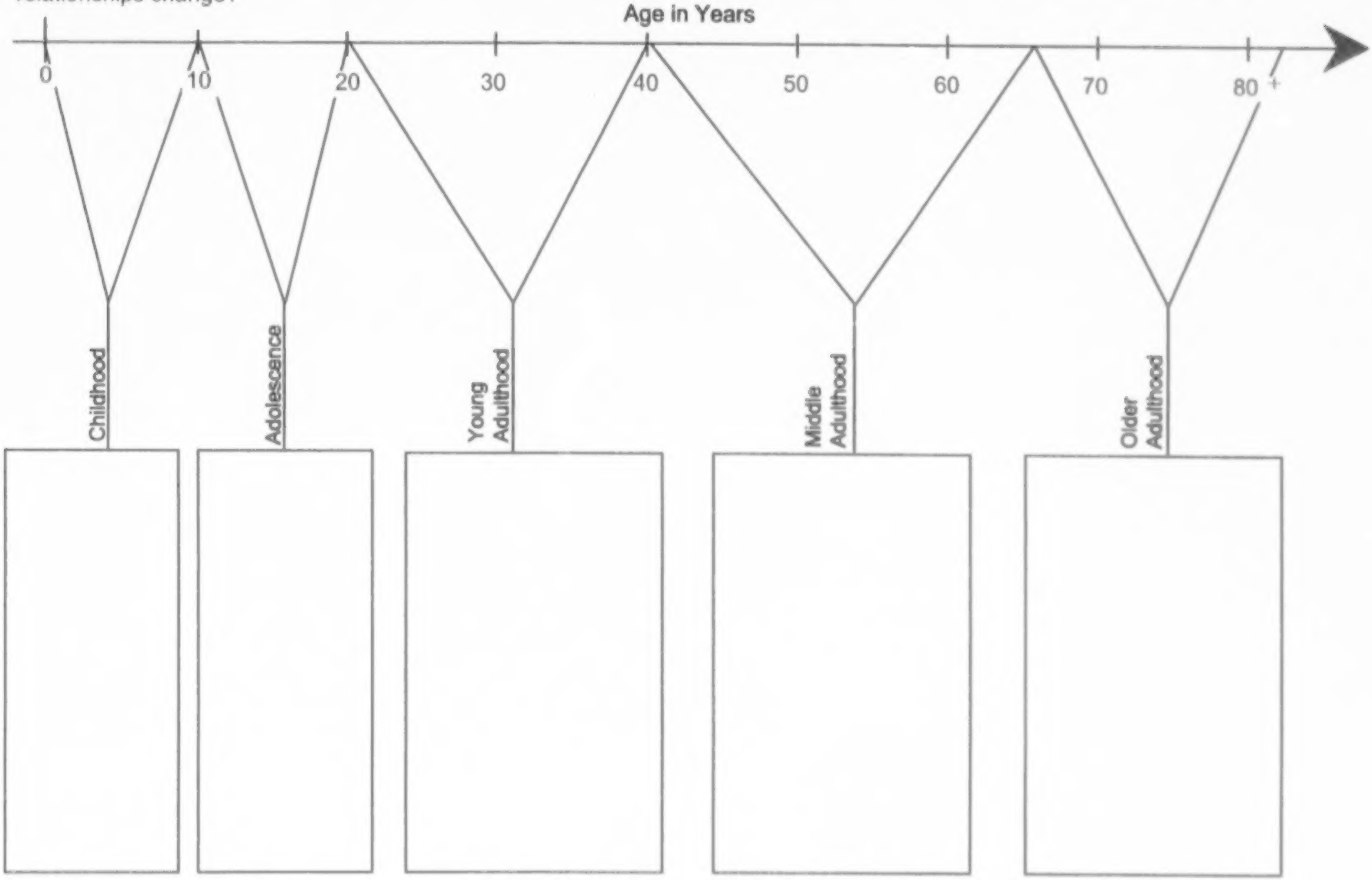
Want Ad

Instructions: Develop a billboard ad for a family describing the roles families play in meeting the needs of family members.

TA 1
TEKS 1A

Sibling Relationships
Across the Life Span

Directions: In the boxes below, describe how you see sibling relationships at each of the different stages. How do sibling relationships change?


Age in Years
0
10
20
30
40
50
60
70
80 +
Childhood
Adolescence
Young Adulthood
Middle Adulthood
Older Adulthood

Characteristics of Positive Family Relationships

- ❍ Family members listen and communicate with one another respectfully.
- ❍ Family members resolve conflicts constructively.
- ❍ Family members are supportive of one another.
- ❍ Trust is evident in family relationships.
- ❍ Family members recognize the uniqueness of each individual.
- ❍ Family members contribute to each individual's feelings of self-worth and self-esteem.
- ❍ Family members take time to laugh and play together.
- ❍ Family members share responsibilities.

Case Studies

1. Barbara is a single parent with three teenage children: Joshua, Marinda, and Saul. Barbara's mother is a widow and lives with Barbara and her children. Barbara has been working as a cashier in a department store and going to night school to become a legal assistant. She has finished her college program and has just been hired as a legal assistant with a very large and prominent law firm in the community. Barbara is very excited about her new job, but she is apprehensive as to the effect the demands of the new job will have on her family.

2. Diego is an eighth grader and has three brothers ages six, ten, and eighteen. They live at home with their parents about fifty miles from both sets of grandparents. Diego's dad has been transferred to another office location in a city about two hundred miles away. This will mean that Diego will be starting a new school at the beginning of his freshman year in high school.

3. Katsuko is a ninth grader at Miller Junior High. She has been elected president of the FHA/HERO chapter at her school. Katsuko has learned about all the leadership and other opportunities FHA/HERO provides for students. She is excited about this new leadership opportunity, but also very nervous. Katsuko lives with her parents and seventeen-year-old sister.

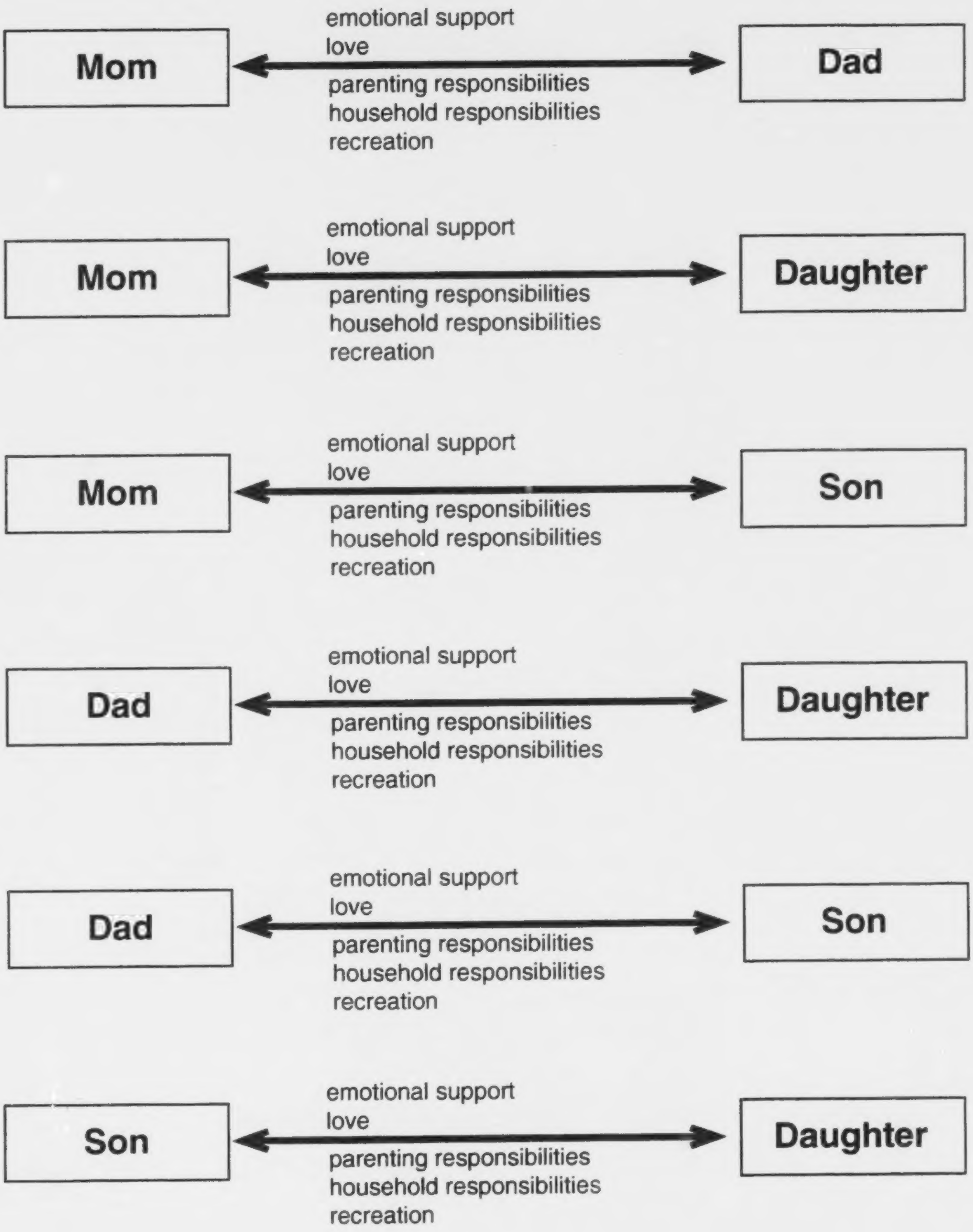
4. Mrs. Jones is the school secretary for Martin Luther King Middle School. She has worked there for ten years. She recently had twin boys and is planning to return to work in six to eight weeks. Mrs. Jones is very concerned about her ability to handle her job and parenting responsibilities. She has a husband and two other children, Amanda, who is thirteen years old and Jonathan, who is eleven years old.

5. Kirstie is a first year home economics teacher at Zamora Junior High School. She is very excited about this new job and wants to be a good teacher. Kirstie's husband is in his first year as a lawyer in a new firm that is just getting established in their community. Both Kirstie and her husband are working long hours; Kirstie brings additional school work home — lesson plans, grading, etc. Kirstie is feeling really stressed about her work and home life.

6. Olga wants to be a nurse. She volunteers five days a week as a junior volunteer at the local hospital. Her parents are concerned that she spends too much time at the hospital, but it seems to be where Olga is the happiest. Olga wants to learn as much as she can so she will know which area of nursing to pursue when she graduates from high school and enters college studies to work toward her goal of a bachelor degree in nursing.

TA 5a
TEKS 1E

The Interdependence of Family Members



Mom ↔ **Dad**
emotional support
love
parenting responsibilities
household responsibilities
recreation

Mom ↔ **Daughter**
emotional support
love
parenting responsibilities
household responsibilities
recreation

Mom ↔ **Son**
emotional support
love
parenting responsibilities
household responsibilities
recreation

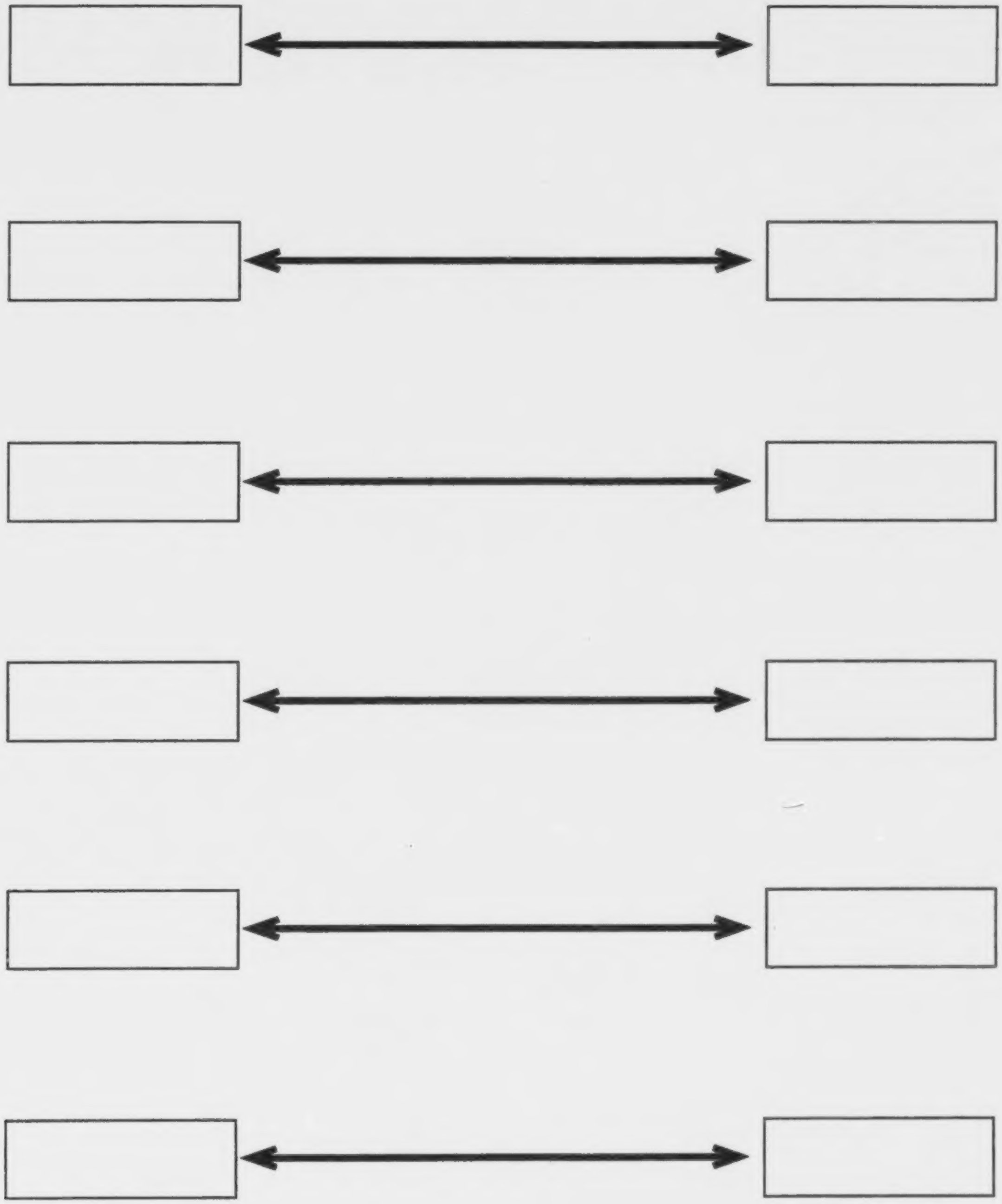
Dad ↔ **Daughter**
emotional support
love
parenting responsibilities
household responsibilities
recreation

Dad ↔ **Son**
emotional support
love
parenting responsibilities
household responsibilities
recreation

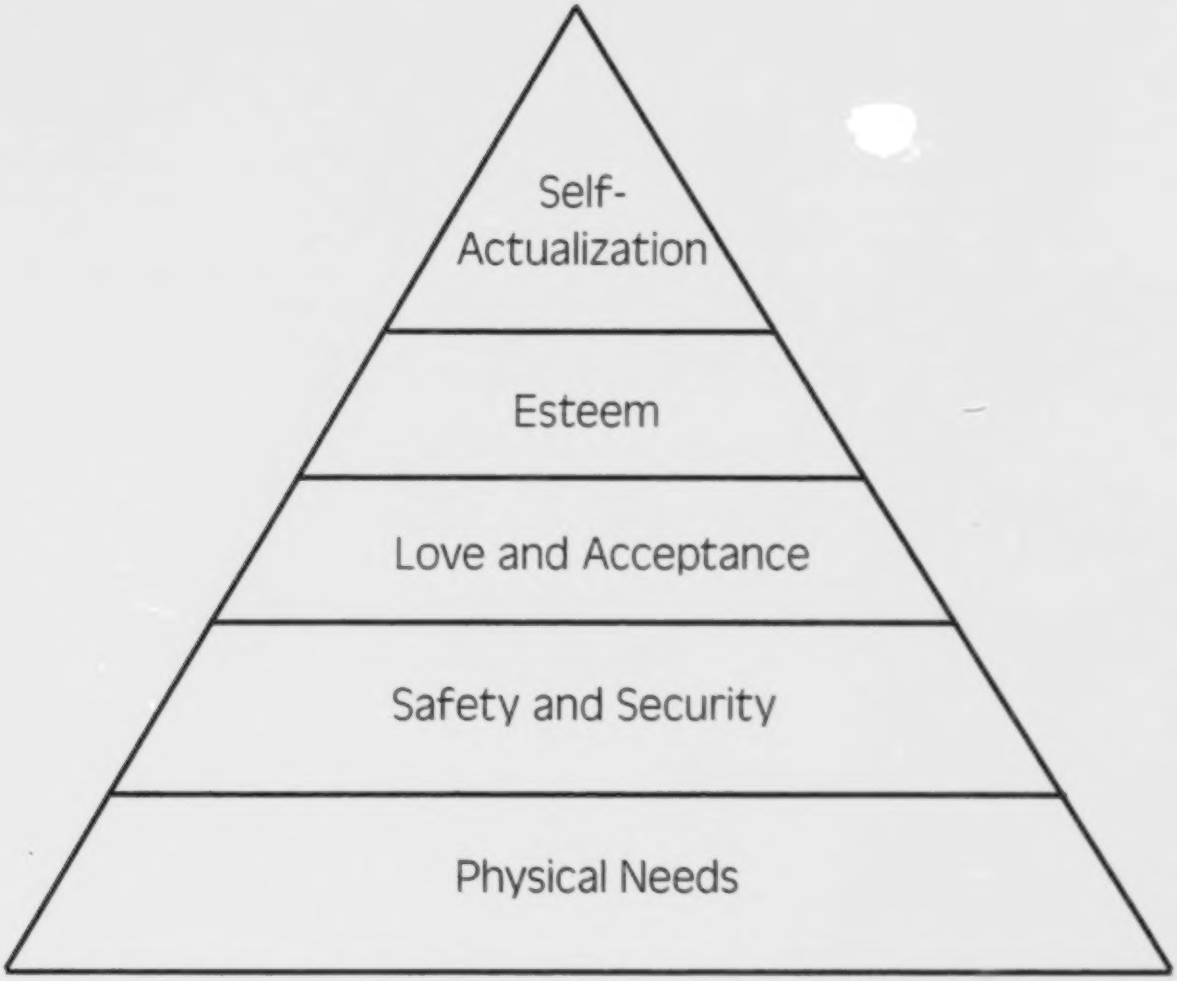
Son ↔ **Daughter**
emotional support
love
parenting responsibilities
household responsibilities
recreation

TA 5b
TEKS 1E

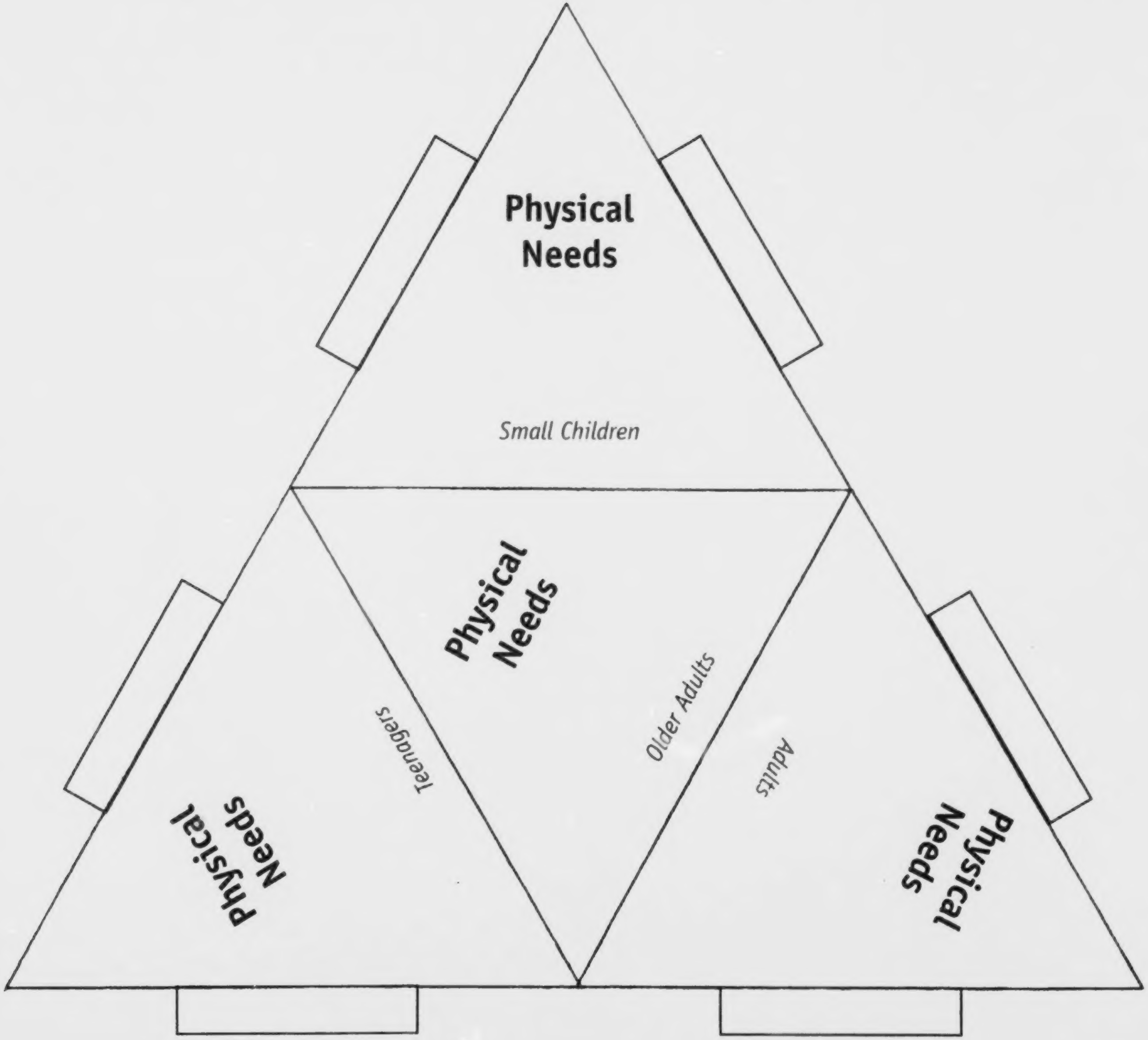
The Interdependence of Family Members



Maslow's Hierarchy of Human Needs

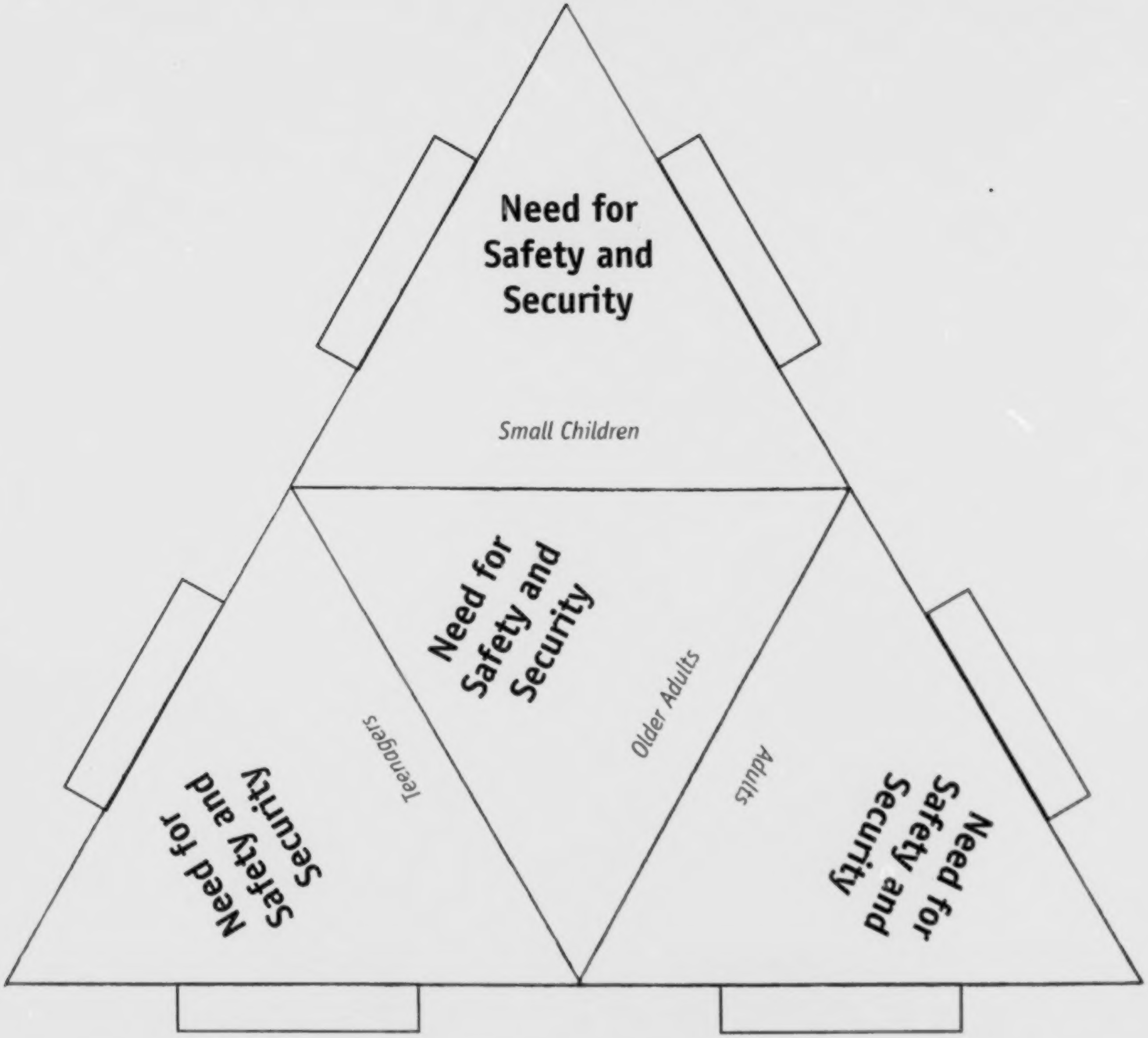

Self-Actualization
Esteem
Love and Acceptance
Safety and Security
Physical Needs

Physical Needs


Physical Needs
Small Children
Physical Needs
Teenagers
Older Adults
Adults
Physical Needs
Physical Needs

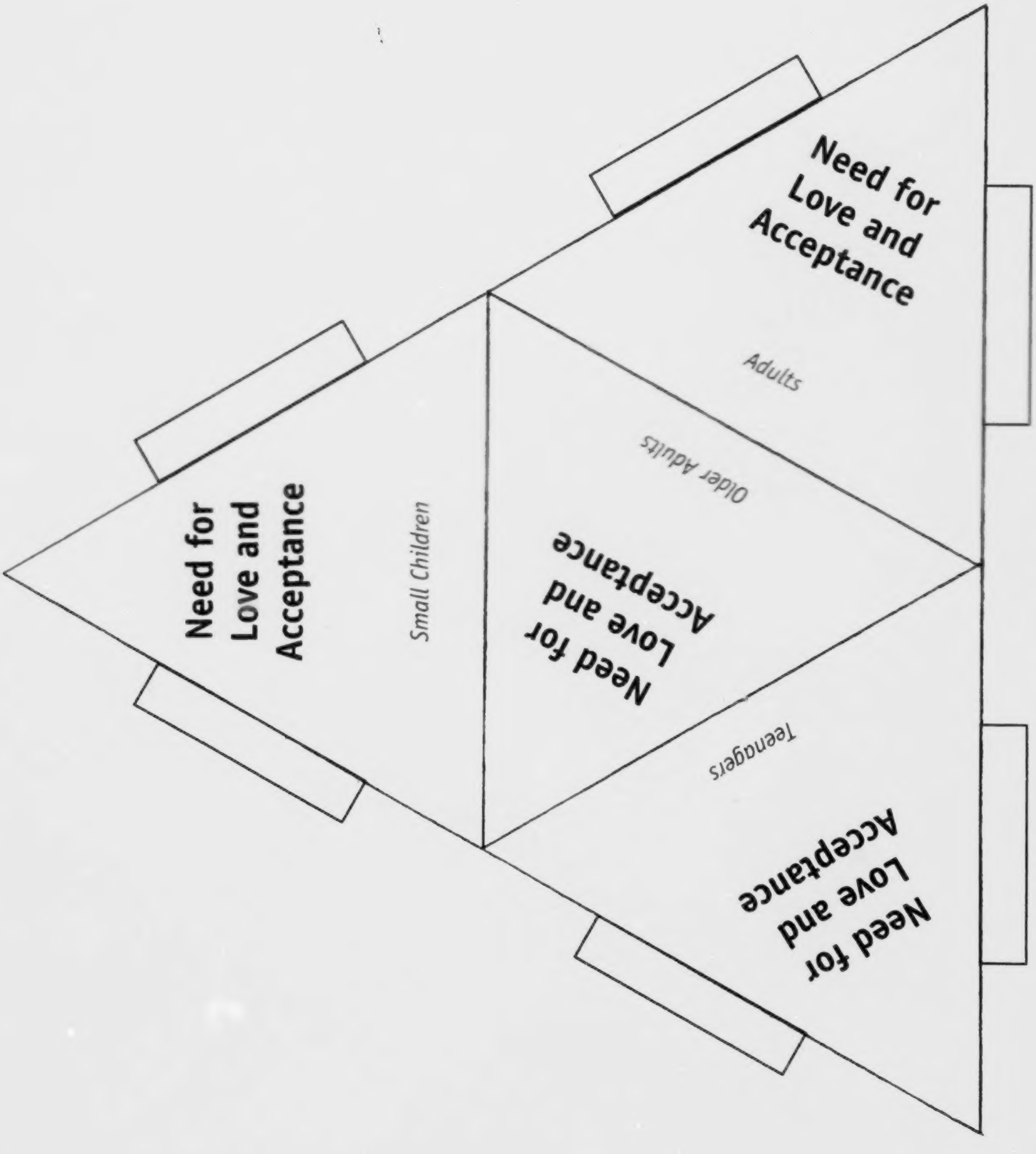
TA 8
TEKS 2A

The Need for Safety and Security


Need for Safety and Security
Small Children
Need for Safety and Security
Older Adults
Teenagers
Need for Safety and Security
Adults
Need for Safety and Security

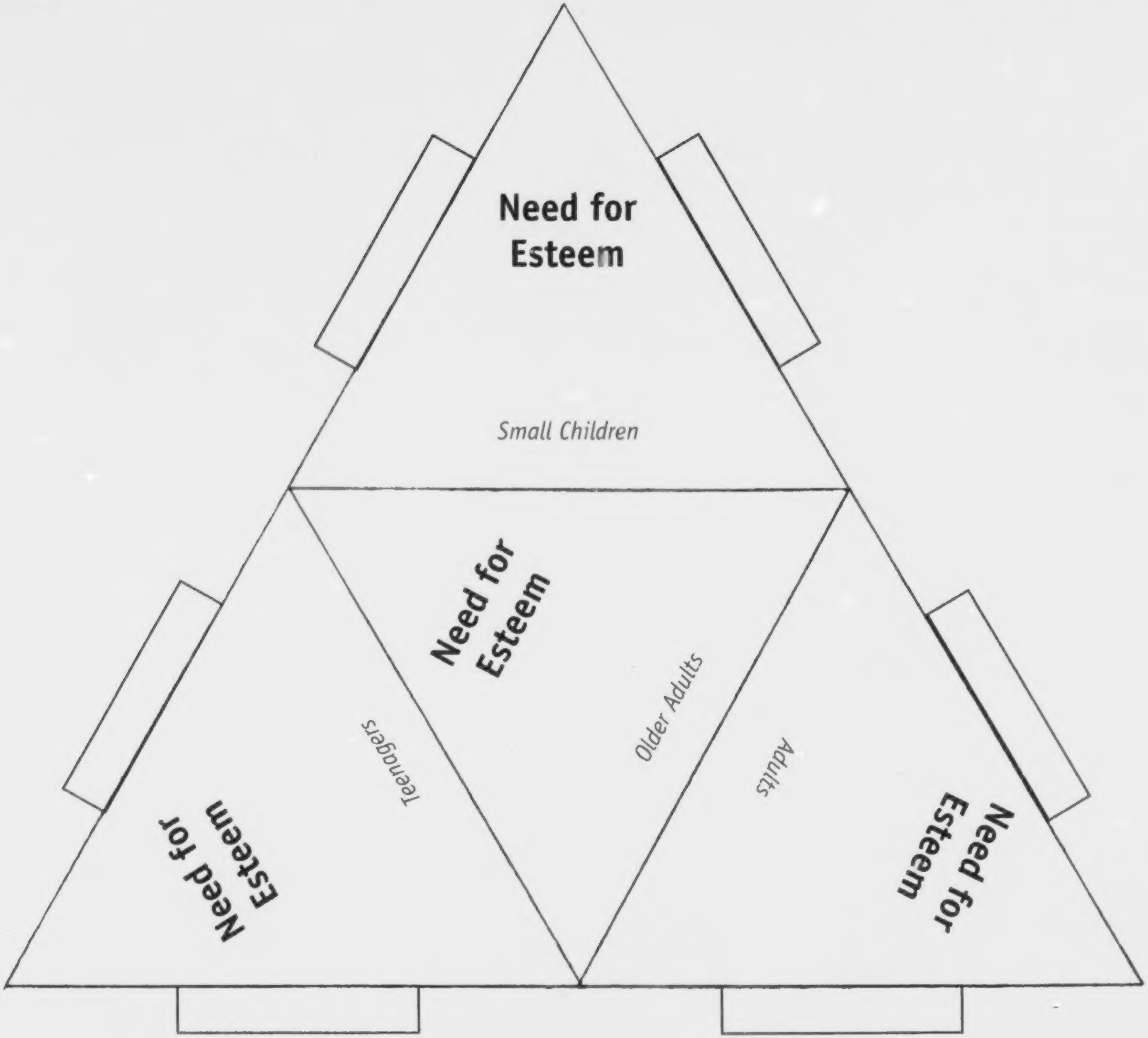
TA 9
TEKS 2A

The Need for Love and Acceptance


Need for Love and Acceptance
Small Children
Need for Love and Acceptance
Adults
Need for Love and Acceptance
Older Adults
Need for Love and Acceptance
Teenagers

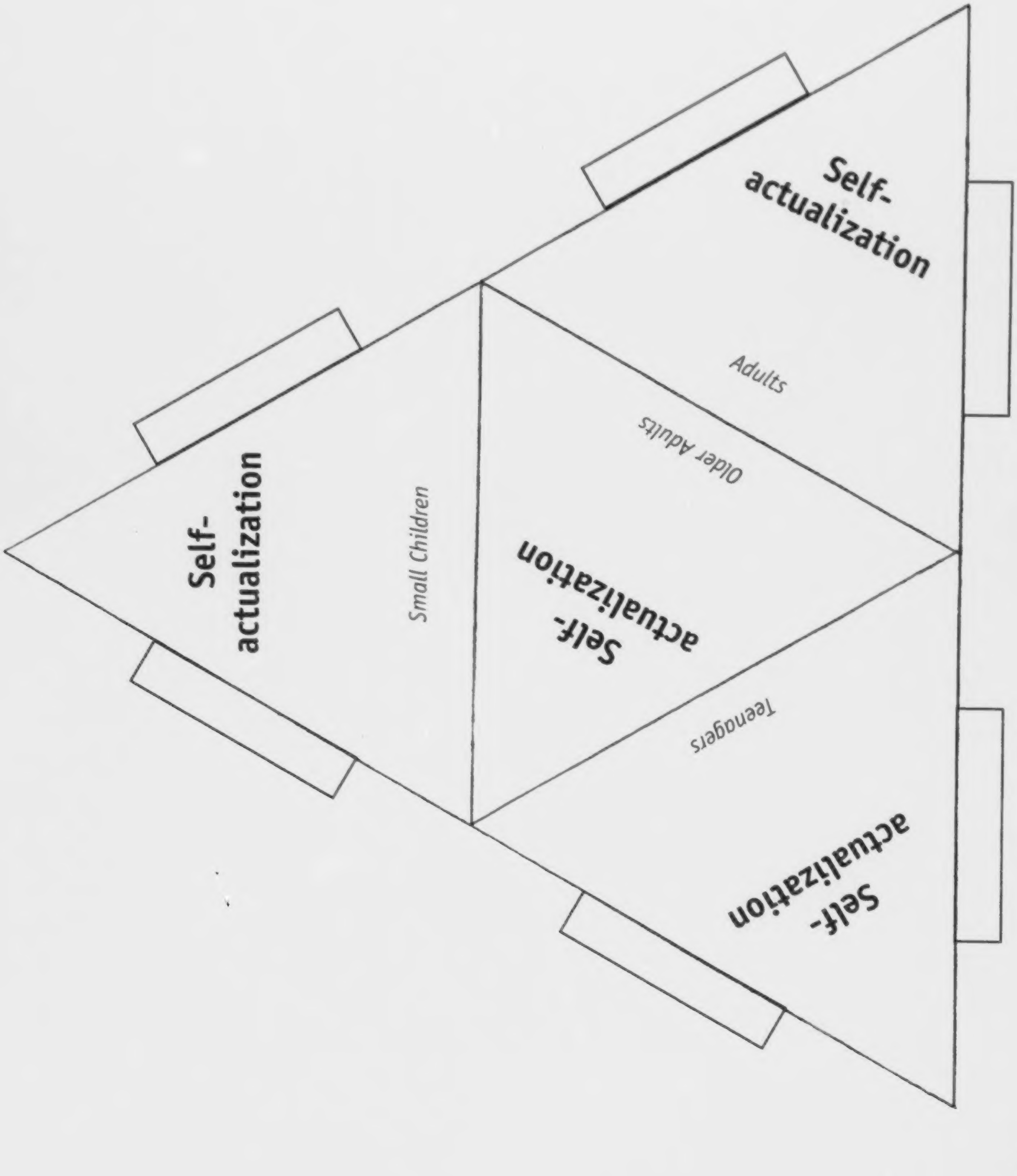
TA 10
TEKS 2A

The Need for Esteem


Need for Esteem
Small Children
Need for Esteem
Older Adults
Teenagers
Need for Esteem
Adults
Need for Esteem

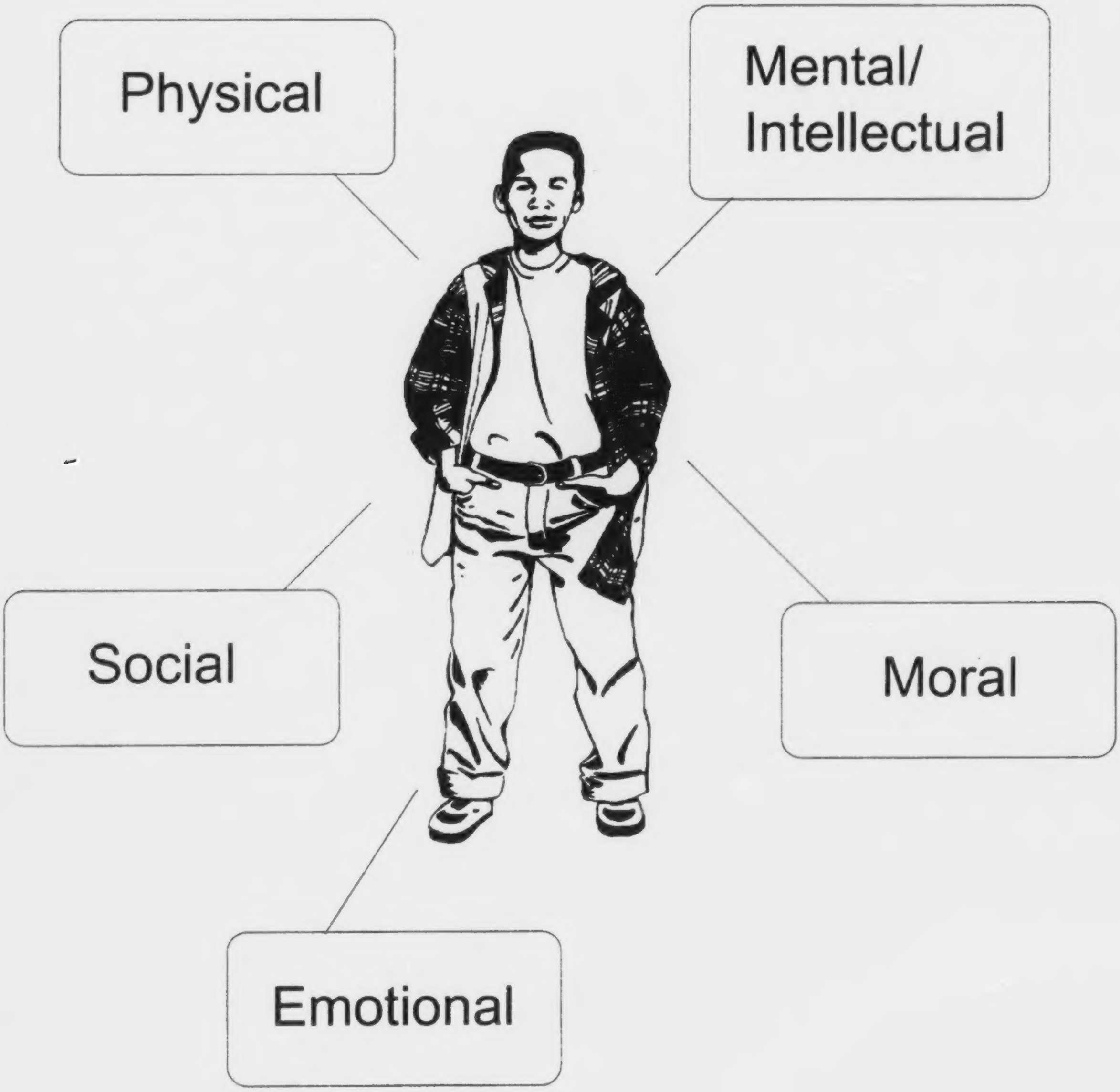
TA 11
TEKS 2A

Self-actualization


Self-
actualization
Small Children
Self-
actualization
Adults
Older Adults
Self-
actualization
Teenagers
Self-
actualization

TA 12
TEKS 2A

Types of Development During Adolescence


Physical
Mental/ Intellectual
Social
Moral
Emotional

TA 13
TEKS 2C

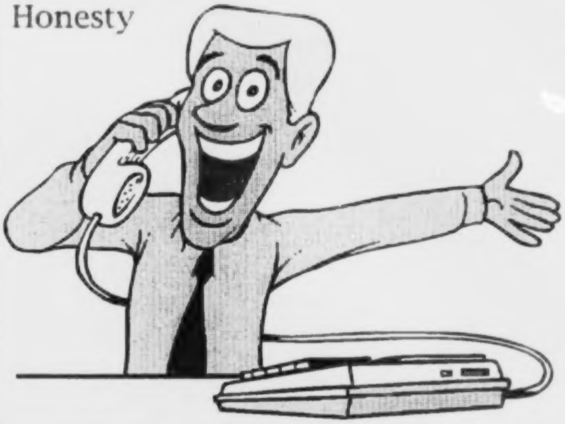
Personality Traits

Desirable Traits

- Enthusiasm
- Energy
- Friendliness
- Cooperation
- Tact
- Courtesy
- Sincerity
- Sympathy
- Adaptability
- Dependability
- Generosity
- Creativity
- Empathy
- Compassion
- Honesty

Undesirable Traits

- Snobbishness
- Selfishness
- Laziness
- Disrespect
- Impatience
- Carelessness
- Criticism
- Unfairness
- Cowardice
- Pretentiousness
- Stubbornness
- Withdrawal
- Domination
- Conceit
- Rudeness



My Personality

Directions: Use the following scale to rate how frequently you demonstrate various traits: 1=never, 2=sometimes, 3=usually, 4=always.

Traits	Never 1	Sometimes 2	Usually 3	Always 4
Enthusiasm				
Snobbishness				
Energy				
Selfishness				
Friendliness				
Laziness				
Cooperation				
Disrespect				
Tact				
Impatience				
Courtesy				
Carelessness				
Sincerity				
Criticism				
Sympathy				
Unfairness				
Adaptability				
Cowardice				
Dependability				
Pretentiousness				
Generosity				
Stubbornness				
Creativity				
Withdrawal				
Empathy				
Domination				
Compassion				
Conceit				
Honesty				
Rudeness				

Strengths and Abilities

<table>
<tr><th>Strengths</th><th>Abilities</th><td>Present</td></tr>
<tr><td rowspan="2"></td><td rowspan="2"></td><td>10 Years</td></tr>
<tr><td>25 Years</td></tr>
</table>

AN EFFECTIVE TEAM MEMBER . . .

- Works cooperatively with others
- Contributes to the group with the following:
  - ideas
  - suggestions
  - effort
- Shares work to be done
- Encourages other team members
- Listens to other team member's ideas
- Resolves differences for the benefit of the team

TA 17
TEKS 2E

My Performance As a Team Member

Name: ______________________________ Team# ______________

Directions: Under each statement below, place a check mark next to the answer or answers that best describe your performance as a team member in the previous activity.

1. I worked cooperatively with other team members . . .
   ____ throughout the activity
   ____ about half the time
   ____ less than half the time

2. I contributed to the group with . . .
   ____ ideas
   ____ suggestions
   ____ effort

3. I shared the work that was done
   ____ yes
   ____ no

4. I encouraged other team members
   ____ I gave encouragement to all other team members.
   ____ I gave encouragement to one or two other team members.
   ____ I did not give encouragement to any other team member.

5. I listened to other team members' ideas.
   ____ yes
   ____ no

6. When I did not agree with the other members
   ____ I tried to see their point and compromise
   ____ I insisted that I was right

Source: Home Economics Curriculum Center. 1998. *Career Investigation Instructional Modules.*

Group Teamwork Evaluation

Name: ______________________________ Team# ______________

Directions: Under each statement below, place a check mark next to the answer or answers that best describe your performance as a team member in the previous activity.

1. Our team members worked cooperatively with each other
    ____ most of the time
    ____ about half the time
    ____ less than half the time

2. Member contributions
    ____ Everyone in the group contributed ideas.
    ____ Two or three members contributed ideas.
    ____ Only one member contributed ideas.

3. The work to be done was shared
    ____ by everyone
    ____ by one or two team members

4. Team encouragement
    ____ Team members said positive things to encourage each other.
    ____ Most comments between team members were negative.
    ____ Team members did not say positive or negative things to each other, we just talked about the work.

5. When a team member was talking
    ____ everyone was listening
    ____ it was hard to get the group's attention

6. When we did not agree
    ____ We found a way to compromise and everyone kept working.
    ____ One person's ideas was used, but in a way that made everyone comfortable and we all kept working.
    ____ One person's idea was used, but others felt left out.

Source: Home Economics Curriculum Center, 1998. *Career Investigation Instructional Modules.*

Practice Makes Perfect!

Directions: Select an activity you can use to practice leadership and teamwork skills. Fill out the top half of the form before you participate. Fill in the bottom half afterward.

Before

1. Describe the activity in which you plan to participate.

2. What roles will you play as a leader or team member?

3. What leadership or teamwork skills do you think you will practice?

After

4. What leadership or teamwork skills did you have an opportunity to practice?

5. How effectively do you think you performed as a leader or team member? Explain.

6. What skills would you like to develop further in the future?

Remember that in developing skills as an effective leader or team member, practice makes perfect! Take advantage of as many opportunities as possible to practice your skills.

Responsibilities of Parenting

Directions: In the column on the left, list responsibilities of parenting. In the column on the right, give an example of each responsibility you listed.

Responsibilities	Examples
Example provide for physical needs of children	*Example* provide adequate food, shelter, and clothing

TA 21
TEKS 3B

Impact of Parenthood on Individuals and Families

Directions: List ways in which parenthood impacts each of these areas.

Time	Energy
Money	**Careers**

TA 22
TEKS 3C

Parents: Ways to Promote Positive Parent-Child Relationships

- Nurturing behaviors
  (love, care, comfort, security, encouragement)
- Provision of structure and guidelines
- Patience
- Flexibility
- Sense of humor
- Responsiveness to child's needs
- Communication skills
- Confidence in the child's abilities
- Willingness to help the child learn new skills

TA 23
TEKS 3C

Children: Ways to Promote Positive Parent-Child Relationships

Family Life-cycle Stages

Beginning Stage

Childbearing Stage

Parenting Stage

Launching Stage

Mid-years Stage

Aging Stage

TA 25a
TEKS 3D

Changes in Parent-Child Relationships

Directions: For each stage listed below, describe the parent-child relationship and list ways the relationship changes from the previous stage.

Beginning Stage	
Childbearing Stage	
Parenting Stage: Toddler	
Parenting Stage: Preschooler	

Changes in Parent-Child Relationships, Cont'd.

Parenting Stage: School Age	
Parenting Stage: Adolescent	
Launching Stage	
Mid-Years Stage	
Aging Stage	

How Societal and Cultural Patterns Affect Parenting Roles

What are societal patterns?

Societal patterns are behaviors by individuals and families that occur again and again in a society. Examples of societal patterns related to parenting roles and their effects are as follows:

- ***two-parent, single-career families*** — One parent stays home full-time to care for children.
- ***dual-career families*** — Working parents must share some of the parenting roles and responsibilities with others.
- ***blended families*** — Children may have many "parents" (e.g., mom and stepdad, dad and stepmom).
- ***single-parent families*** — One parent has to "do it all"; or parenting roles are shared with extended family members or caregivers.
- ***overuse of electronic media as child's "teachers"*** — Parents are considered their child's first and primary teacher. Today, television, videos, computers, and other electronic media have become baby-sitters and "teachers" of children. Today's parents may need to evaluate their important role as their child's teacher.
- ***changes in the workplace*** — Where parents early in the 1980s typically worked "at home" on the farm, most now leave home and children to go to work. However, new "family friendly" arrangements, such as flextime, job sharing, and telecommunting are enabling more working parents to spend additional time at home.

What are cultural patterns?

Cultural patterns are behaviors by individuals and families that are related to their cultural group. Quite often, cultural patterns can be traced back through many past generations. Cultural patterns can include traditions, religion, language, beliefs, and family roles, as well as many others. Examples of cultural patterns related to parenting roles and their effects are as follows:

- ***Guidelines for parenting roles*** - Some cultures have very rigid guidelines for the roles parents assume, such as the mother as the primary caregiver, nurturer, and teacher; and the father as primary breadwinner, disciplinarian, and head of the house.
- ***Communication methods*** - Methods of communication in families are influenced greatly by cultural patterns. Family members learn accepted methods for addressing each other, resolving conflict within the family, and expressing affection. Often, one family member is charged with decision-making responsibilities for the family unit. Early American cultures gave this responsibility to the oldest male member of the family.
- ***Blending of cultures through marriage*** - This may be a blending of urban and rural cultures; it is not restricted to ethnicity or other cultural groups. Parents must make adjustments for differences in views regarding their roles as parents. Children may feel the effects of conflicts between parents regarding their parenting roles and responsibilities.

TA 27
TEKS 3F

The Life Span

Childhood

Prenatal ______________________________
Infancy ________________________________
Early Childhood _______________________
Middle Childhood _____________________

Adolescence

Early Adolescence ____________________
Middle/Late Adolescence _______________

Adulthood

Early Adulthood _______________________
Middle Adulthood _____________________
Late Adulthood ________________________

TA 28
TEKS 4C

Alike and Different

✏ **Directions:** Divide into small groups of three or four, and answer the first seven questions below. Be sure to decide on answers together so that everyone in your group has the same answers.

1. What are two things that everyone in your group likes to do?

2. What are two things that everyone in your group dislikes doing?

3. What are two things that everyone in your group likes to eat?

4. What are two things that everyone in your group dislikes eating?

5. How many ways can you find that people in your group are alike? List them.

6. How many ways can you find that people in your group are different? List them.

7. As a group, how did you decide on answers?

✏ **Directions:** After your group has answered the first seven questions, then answer the remaining alone.

1. What is at least one way that you are different from all the others in your group?

2. What would be one good rule to follow to work well with people in groups?

Characteristics of Effective Communication

- Speak clearly.
- Use language that is familiar to the listener.
- Avoid giving mixed messages. A mixed message occurs when your words do not match your body language.
- Be a good listener.
- Use an appropriate tone of voice.
- Use legible handwriting or typed messages for written communication.
- Use correct spelling and grammar.
-
-
-

TA 30
TEKS 5A

It Matters How You Say It!

1. *What do you want me to do?* (Accusations)

2. *What do you want me to do?* (Anger)

3. *What do you want me to do?* (Complaining)

4. *What do you want me to do?* (Not him or her, but me.)

5. *What do you want me to do?* (Plea)

6. *What do you want me to do?* (Request for information)

The Story

◆ The objective of this exercise is to show the effects of using one-way and two-way communication to pass information through a series of group members.

◆ Select a narrator to read the story.

➾ Ask ten persons to leave the room. They are to constitute two groups of five members each.

- The first group will demonstrate one-way communication. Entering the room one by one, each member of group #1 is to listen to a brief story and repeat it to the next person without help from other participants of the group. The receiver cannot ask questions or comment.
- The second group will demonstrate two-way communication. Entering the room one by one, each member of group #2 is to listen to the story and ask questions about it to make sure the story is understood. That individual then repeats the story to the next person in the group without help from anyone; the receiver can ask as many questions as desired.

The Story

A farmer in Texas put a tin roof on his barn. Then a small tornado blew the roof off, and when the farmer found it two counties away, it was twisted and mangled beyond repair.

A friend and a lawyer advised him that the Ford Motor Company would pay him a good price for the scrap tin, and the farmer decided he would ship the roof up to the company to see how much he could get for it. He crated it up in a very big wooden box and sent it off to Dearborn, Michigan, marking it plainly with his return address so that the Ford Motor Company would know where to send the check.

Twelve weeks passed, and the farmer did not hear from the Ford Motor Company. Finally, he was just on the verge of writing them to find out what was the matter when he received an envelope from them. It said, "We do not know what hit your car Mister, but we will have it fixed for you by the fifteenth of next month."

➾ After both groups have finished, reread the original story. Ask what conclusions about one-way communication can be made on the basis of the results of the demonstration.

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TA 32
TEKS 5B

Techniques for Resolving Conflicts

- Control your anger.
- Use effective communication skills. Talk it over.
- Listen.
- Stick to the conflict at hand. Do not discuss past issues.
- Attack the problem, not the person.
- Negotiate a solution.
- Compromise. Everyone gives in a little; all are satisfied with the outcome.
- Accommodate the other person. Agree that you disagree on this issue and mend your relationship.
- Choose the right time to discuss the conflict.
- Make a plan to avoid future conflicts over similar issues, such as curfew.

TA 33a
TEKS 5B

Reasoning Worksheet on Resolving Conflict

Directions: Complete the worksheet working with a partner to describe a conflict a teen might face and a strategy to resolve the conflict.

Step 1: Describe the conflict:

Step 2: List feelings or past experiences that may affect how you would deal with the conflict:

List goals that may affect how you would deal with the conflict:

Step 3: Suggest possible solutions and resulting consequences.

Solutions	Consequences
1.	1.
2.	2.
3.	3.

Step 4: Determine the appropriate techniques to use for effective resolution of the conflict. Techniques to use are the following:

Step 5: Decide on one solution from Step 3 and state why it would work for you and your partner:

Solution:

It will work because:

TA 33b
TEKS 5B

Reasoning Worksheet on Resolving Conflict, Cont'd.

Step 6: Think about why the solution you chose is the best one. Answer the following questions:

1. What would happen if everyone resolved conflicts this way?

2. Would I do the same thing in a new or different situation? Why or why not?

3. How will people around me feel about my solution?

4. How can I better prepare myself to deal with this or a similar conflict in the future?

Different Strokes for Different Folks

A lot of things influence our patterns of communication, or "how" we communicate with others. Such things as where we grow up (in New York, Texas, or Peru), education, and slang words common to our family, generation, or cultural background all affect how we communicate. If we were able to spend a year traveling around the world, including across the United States, we would learn that patterns of communication vary widely among people all over the world, as well as right here at home. Therefore, it is important to learn how communication styles, or patterns of communication, affect how messages are both sent and received in non-verbal as well as in verbal communication.

Communication is effective if you get your point across and build the relationship in the process. Differing styles of communicating and differing interpretations of communication can interfere with attaining both of these goals.

Albert Mehrabian studied what makes face-to-face communication effective. He found that words are responsible for only 7 percent of the effectiveness of communication. Voice was responsible for 38 percent of the effectiveness of communication and the face was responsible for 55 percent. You've heard that actions speak louder than words. Mehrabian found that the action of one's face certainly speaks louder than words or voice. You can add to that all other non-verbal communication, such as gestures, stance, posture, etc., and you can see that there are lots of things that go into our communication and lots of things that can be interpreted in ways other than intended. Words have different meanings for different people, and so do tones of voices, facial expressions, eye-contact, head nod, etc.

For instance, a head nod might be interpreted as a sign of agreement, but to some people it means only, "I'm listening." Some individuals think that looking in the eyes of someone who is talking is a sign of respect for the speaker – "Look at me when I am talking to you!" Others have been taught to never make eye-contact with someone who is in authority. Some people think a loud voice means anger or rudeness, but it could also mean that a person has a hearing loss.

Expecting everyone to be like you in communication style may be the primary barrier to understanding differences. How can understanding differences in patterns of communication bring individuals closer together? How can misunderstanding how others communicate interfere with interpersonal relationships? As a young person, you have a wonderful opportunity to develop an awareness of individual differences in communication before you reach adulthood. Certainly improved communication between individuals can only make the world a better place.

Adapted from: "Celebrating Differences" by Lee and Judy Minor, 1999. Home Economics Curriculum Center, Texas Tech University.

Differences in Communicating

We communicate in ways that do not require words — nonverbal communication. We “say” things to others with our eyes, facial expressions, gestures, posture, voice, touch, and our position in space in relation to others. Think about each of these ways we communicate and brainstorm what might bring people closer, what might push people away, and what individual or cultural differences you are aware of. The first row, EYES, is partially filled in as an example.

	Brings People Close	**Pushes People Away**	**Individual Differences**
EYES	Steady, relaxed eye contact	No eye contact Glaring or staring	Shy person may be uncomfortable with eye contact. Some cultures regard eye contact as disrespectful.
FACE			
GESTURES (hands, head, shoulders, etc.)			
POSTURE (including stance and walk)			
VOICE			
TOUCH			
SPACE			

Adapted from: “Celebrating Differences” by Lee and Judy Minor, 1999. Home Economics Curriculum Center, Texas Tech University.

TA 36
TEKS 5D

Evaluation of Communication Skills

Directions: Describe how each of the communication skills was used in the skit you observed.

1. Characters spoke clearly.
2. Characters used language that was familiar to the listener.
3. Characters avoided sending mixed messages (spoken word and body language do not agree).
4. Characters exhibited good listening skills.
5. Characters used appropriate tone of voice.
6. Characters communicated in ways appropriate for the relationship or the occasion.

Growth and Development of Infants

Physical	
Emotional	
Intellectual	
Social	

TA 37b
TEKS 6A

Growth and Development of Toddlers

Physical

Emotional

Intellectual

Social

TA 37c
TEKS 6A

Growth and Development of Preschool Children

Physical

Emotional

Intellectual

Social

TA 37d
TEKS 6A

Growth and Development of School-age Children

Physical

Emotional

Intellectual

Social

TA 38a
TEKS 6B

Giving First Aid

Directions: Determine the best method for handling the following situations.

Situation	First Aid Procedure
Bites (insect)	
Bites (animal or human)	
Broken Bone	
Burns	
Choking	

Giving First Aid, Cont'd.

Situation	First Aid Method
Cuts	
Electrical Shock	
Nosebleed	
Poisoning	
Scrapes and Bruises	
Sprains	

TA 39
TEKS 6B

In Case of Emergency . . . Remember

- Always contact the parents or guardian if there is a serious injury or illness.

- Call 911 if a child has difficulty breathing, is unconscious, is badly burned, has a broken bone, or is bleeding severely.

- If you feel uncomfortable administering first aid, call an adult for help.

TA 40
TEKS 6C

Child Proofing Your Home

○ Cover electrical outlets.

○ Do not allow children to play with broken toys or toys with small parts.

○ Install gates at the top and bottom of stairs.

○ Keep poisonous household items (cleaning fluids, medicines, etc.) out of reach or locked up.

○ Remove items that could easily be pulled from a table or other flat surface.

○ Remove poisonous plants.

○ Make sure anything with which a child plays is nontoxic.

○

○

TA 41
TEKS 6C

Children's Health and Safety Project

Due ______________

Directions: Choose one of the following:

1. Visit a store specializing in items for children, and find items related to childproofing a home. (Such items might include safety covers for electrical outlets or corner pads for furniture.) Write a one-page report on your findings including the types and prices of items available.

2. Using a "Dangerous and Poisonous Home Items Checklist," check a home to see whether any unsafe products are left in locations that could be reached by children.

3. Collect household objects and instruments that are hazardous to children, as well as empty cans, bottles, and packages that contained products that would be poisonous to children. Make an educational display using the items collected.

4. Make a poster outlining safety precautions for infants, toddlers, and preschool-aged children.

5. Interview a nurse to review the basic first aid for cuts, bruises, and burns. Write a one-page report on your findings including what should be in a good home first aid kit.

6. Research reliable resources, including the Internet, and/or interview a doctor or pharmacist to find out how medicines can harm children if an overdose is taken. Ask what to do in case of an overdose. Write a one-page report on your findings.

7. Interview a health-care provider on how treating a child's illness is different from treating the illness of a teen or adult. Focus on how and why medications, amount of rest, and other factors involved in treatment differ. Write a one-page report on your findings.

8. Design a special treat that you could share with a sick child. The treat might be a simple toy, game, or story.

9. Interview a family counselor or social worker about the causes and effects of child abuse and neglect. Also, ask about sources of help for abused or neglected children. Write a one-page report of your findings.

10. Develop a list of resources for abused and neglected children. Use the list to produce an educational flyer.

Appropriate Child Care Practices Include . . .

◆ Meeting the needs of children

- **Physical** — Provide for rest, food, clothing, cleanliness, health, and safety.
- **Intellectual** — Provide intellectual stimulation. Read to children, play games, and provide developmentally appropriate toys.
- **Emotional** — Listen to children. Talk to them. Provide praise, comfort, encouragement, and affection.
- **Social** — Interact with children. Provide appropriate opportunities for them to interact with other children.

◆ Guiding Behavior

- Provide structure and guidelines.
- Set limits and communicate them clearly. Maintain a consistent schedule. Promote good behavior. Model good behavior yourself. Acknowledge good behavior in children; "catch them when they're good" and reinforce.

◆ Protecting Children

- Childproof the child's environment. Arrange the environment so the child can explore and play safely. Remove dangerous items and poisonous products.
- Implement safety practices when caring for children.
- Be prepared to implement first aid or emergency procedures when necessary.

TA 43
TEKS 6D

Application of Child Care Practices

1. Describe your experience (i.e., setting, time, age of child/children)

2. Describe appropriate child care practices that you observed or had opportunity to practice.

3. State the most important thing you learned from the experience.

How Do People Make Decisions?

▲ Decision-making strategies are not necessarily good or bad in themselves. Different strategies are used at different times for different situations by different people. Listed below are various ways in which people sometimes make decisions.

- **On impulse** — You take the first alternative that comes along, with little thought or examination.
- **It's in the Stars** — You let the environment (external events) decide for you. It's left up to fate.
- **Decision by Default** — You let someone else decide for you. You only carry out or accept the decision.
- **On Hold** — You postpone making a decision by refusing to think about it or by not acting. In effect, you make a decision by not deciding.
- **Overwhelmed** — You get lost in all of the data; you are unable to make an effective decision. You are too confused to make a deliberate decision.
- **Planned** — You use a logical method to make a decision. You collect all of the available information and decide by weighing the facts.
- **If It Feels Good . . .** — You "feel" that one of the options is the best one without studying it. You base your decision on a hunch.
- **Least Resistance** — You base your choice on the option which produces the least conflict. You take the easy way out.

TA 45
TEKS 7A

STEPS IN DECISION MAKING

5. *Evaluate* the decision.

4. *Act* on the decision.

3. *Choose* the best alternative.

2. *List* all possible alternatives.

1. *Identify* the decision to be made or the problem to be solved.

TA 46
TEKS 7B

Accepting Responsibility in Making Decisions

Directions: In the space provided below, write a one-page paper on the importance of accepting responsibility in making decisions.

TA 47
TEKS 7C

Case Studies on Decision Making

Carlos has to decide whether to study for an exam on which he needs to make a passing grade or attend a basketball game with his friends *(education, acceptance by friends).*

Karen needs to lose ten pounds. A friend has tried to convince her to try a fad diet on which she can lose ten pounds in two weeks, but her calorie intake will be dangerously low *(appearance, health).*

Jake's friends are planning to go to the beach on Saturday. Jake's parents feel the beach area is unsafe because much alcohol is consumed there, and several persons have been injured by drunk drivers. Jake's friends are urging him to tell his parents that he will be at the library all day working on a term paper *(acceptance by friends, honesty).*

TA 48
TEKS 8A

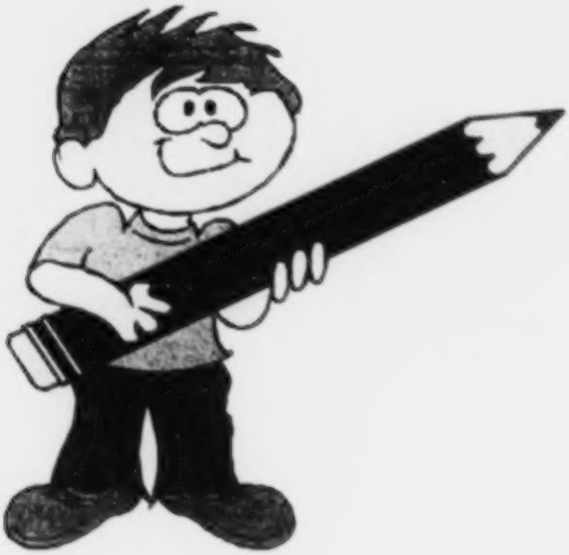
Goal Setting

✔ Identify the goal and write it down.

✔ Make a plan of action by listing what is needed to achieve the goal.

✔ Be committed to the plan by following through with action.

✔ Evaluate the plan.



TA 49
TEKS 8A

Types of Goals

Short-term	less than one year
Long-term	more than one year

A Gift From the Scrap Pile

Barbara Johnson

◆◆◆

Charles Darrow was out of work and as poor as a pauper during the depression, but he kept a smile on his face and a sparkle in his eye. He didn't want his wife, who was expecting their first child, to be discouraged. So, every night when he returned to their little apartment after standing in the unemployment lines all day, he would tell her funny stories about the things he had seen — or imagined.

Darrow was a clever man, and he was always coming up with notions that made people laugh. (He wasn't at all like the lady who said she once had a bright idea — but it died of loneliness.)

Darrow knew how powerfully his own attitude affected his wife. His temperament was the color his wife used to paint her own mood. If he came home weary and irritable, her spirits fell, and her smile vanished. On the other hand, if she heard him whistling a merry tune as he climbed the many flights of stairs up to their tiny rooms, she would fling open the door and scamper out to the railing to lean over and smile at him as he wound his way up the staircase. They fed on the gift of each other's joy.

In his younger years, Darrow had enjoyed happy family vacations in nearby Atlantic City, and he drew on those memories to keep his spirits high. He developed a little game on a square piece of cardboard. Around the edges he drew a series of "properties" named after the streets and familiar places he had visited during those pleasant childhood summers. He carved little houses and hotels out of scraps of wood, and as he and his young wife played the game each evening, they pretended to be rich, buying and selling property and "building" homes and hotels like extravagant tycoons. On those long, dark evenings, that impoverished apartment was filled with the sound of laughter.

Charles Darrow didn't set out to become a millionaire when he developed "Monopoly," the game that was later marketed around the world by Parker Brothers, but that's what happened. The little gift he developed from scraps of cardboard and tiny pieces of wood was simply a way to keep his wife's spirits up during her Depression-era pregnancy; ultimately, that gift came back to him as bountiful riches.

Monopoly is still being sold by the thousands more than fifty years later. Darrow created a gift of joy, shared it with the world, and the gift came right back to him a thousand-fold.

Source: *We Brake for Joy* (1998). Grand Rapids, MI: Zondervan Publishing

TA 51
TEKS 8B

Resources Involved in Decision Making

◆ Advice and information from others

◆ Energy

◆ Money

◆ Past experiences

◆ Time

◆

◆

What Do You Think?

Case Studies

When John turned sixteen, he immediately took his savings and bought a car. It was a car he had spotted months before and was the right price. He never stopped to thoroughly examine the car to be sure it was in good condition nor did he ever comparison shop at other car dealerships. Once John purchased the car, he realized that it had several small problems that would be costly to have fixed. Therefore, John continued to drive the car as it was. Eventually the car broke down, and the repairs were going to cost John more than he could afford. John sold his car at a very low price and has since been using his bike as his source of transportation. Now, however, John is about to go off to college and would like a car that is dependable, affordable, and not in need of many repairs. What is the best thing John could do? What resources will help John make the best decision?

Allison just found out that she was nominated for class favorite and will need a nice outfit to wear to the eighth-grade banquet. Her parents shared her excitement when she informed them of the news, but they made it clear that they simply could not afford to spend a great deal of money on a new outfit. Allison already had her mind set on a beautiful dress that she had seen in a window of the local department store, but she knew it cost more than her parents could afford. What is the best thing Allison could do? What resources will help Allison make the best decision?

SuLee wants to give all her friends a gift for Christmas. She has picked out several items at the shopping mall, but she knows that she cannot afford to purchase them and still have enough money left to buy gifts for her family. She did see a craft idea that she could make and give to her friends as a gift. The materials needed to make the craft are much more affordable. What is the best thing SuLee could do? What resources will help SuLee make the best decision?

TA 53
TEKS 8C

Suggestions for Achieving Goals

✏ Three suggestions that can be implemented when goals are not achieved:

- Try again.
- Change the goal. Perhaps the goal is unrealistic, or perhaps an individual feels it is no longer important. Modify the goal or set a new one.
- Change the plan. Sometimes it is possible to achieve a goal in a number of ways. A persons who fails to achieve a goal by one way may decide to try a completely new approach.

Planning: The Key to Goal Achievement

Directions: Next to each item listed below, suggest short-term goals that would help you achieve the goal of being able to pay for that item.

- Car

- College education

- Clothes

- Cordless phone

- Computer system

- House

- Stereo system

- Two weeks at camp

TA 55
TEKS 8E

Basic Consumer Skills

▲ Some basic consumer skills to consider include the following:

- **Planning**
  (planning for purchases, planning how the money will be used, and planning how to shop)

- **Organizational information**
  (organizing information about products and organizing shopping activities; making a list, including the use of discounts and coupons)

- **Carrying out well-thought plans**
  (Do not buy on impulse. If you carry out your plans, you are generally more satisfied with your purchase.)

- **Evaluating your spending**
  (Think about your actions. Was it a good purchase? Why or why not? Are you happy with the way you spent your money? What have you learned that can contribute to satisfying purchases in the future?)

- **Others . . .**

Directions: Read each of the following scenarios. What consumer skills should each of the people consider in making their purchases?

1. Pete has approximately $200 which he has saved over the last 18 months. He had planned to buy a stereo, but his grandparents surprised him with a CD player for Christmas. There are several CDs he would like to buy, but half of his savings would be spent.

2. Gina needs a new outfit for the end-of-school dance. She has $50 to spend. Gina's mother works at a department store and can get Gina an additional 15% discount off any purchase. The outfit that Gina really wants is at another store in the mall, but it costs about $60.

TA 56
TEKS 8E

Your Rights as a Consumer

- ➤ the right to be informed
- ➤ the right to choose
- ➤ the right to be heard
- ➤ the right to safety
- ➤ the right to consumer education
- ➤ the right to redress

TA 57
TEKS 8E

Consumer Skills to Grow On

Name ______________________ **Date of Interview** ______________________

Name of Person Interviewed ______________________
Place of Employment ______________________
Position ______________________

1. How long have you been employed in your current position?

2. What kinds of situations are you involved in with the consumer?

3. What kinds of problems do you see consumers facing today?

4. How would you evaluate the reliability of advertising as a source of consumer information?

5. For what kinds of decisions is it important to comparison shop?

6. What kinds of information does your business provide for its consumers?

7. What do young people need to know so that they can be better consumers in the future?

TA 58
TEKS 9A

WHAT ROLES DO YOU PLAY?

Directions: Individuals play many roles in their lives. Look at the sample roles listed below and place a ✔ in the blanks beside those roles that you play at the present time.

_______ son/daughter
_______ friend
_______ club/organization member
_______ student
_______ parent
_______ volunteer
_______ brother/sister
_______ niece/nephew
_______ grandmother/grandfather
_______ stepmother/stepfather
_______ neighbor
_______ caregiver (elder or other family member)

_______ employee
_______ husband/wife
_______ boyfriend/girlfriend
_______ team/club member
_______ granddaughter/grandson
_______ cook
_______ citizen
_______ boss/employer
_______ other
____
____
____

Which of these roles do you consider to be your most important role?

Which roles will you probably retain throughout your life?

Which roles will you have in the future that you do not have now?

Is it ever difficult for you to choose which role to handle at a given time? If so, how difficult is it? Why?

TA 59
TEKS 10B

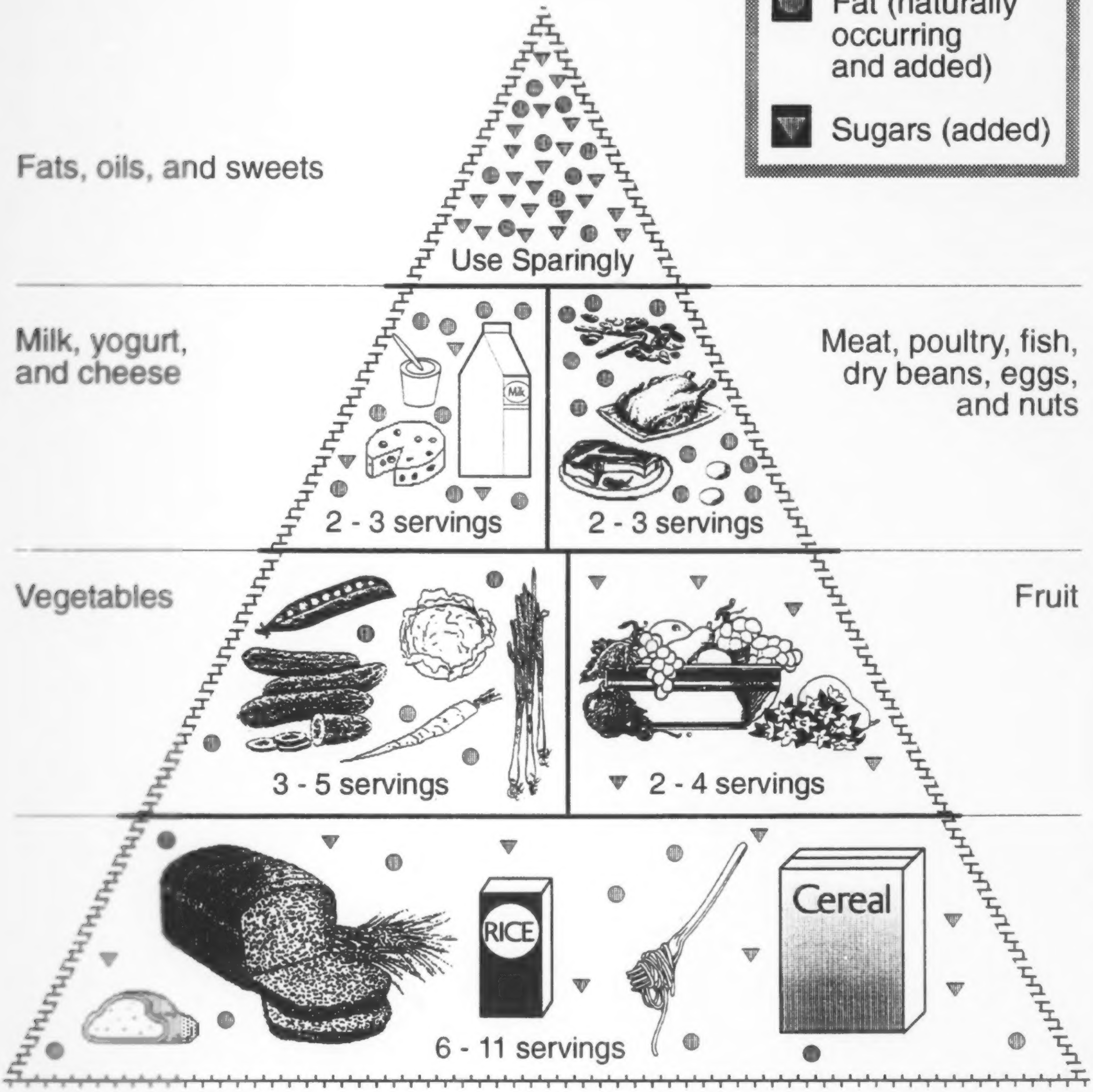
Food Guide Pyramid

A guide to daily food choices

Key

● Fat (naturally occurring and added)

▼ Sugars (added)


Fats, oils, and sweets
Use Sparingly
Milk, yogurt, and cheese
Milk
2 - 3 servings
2 - 3 servings
Meat, poultry, fish, dry beans, eggs, and nuts
Vegetables
3 - 5 servings
2 - 4 servings
Fruit
RICE
Cereal
6 - 11 servings
Grains: Bread, cereal, rice, and pasta

Adapted from: "The Food Guide Pyramid," Home and Garden Bulletin No. 252, United States Department of Agriculture Human Nutrition Information Service.

Special Nutrition Requirements Across the Life Span

Life Span Period	Nutrition Requirements
Pregnancy (includes nursing mothers)	Approximately 300 additional calories are required each day for increased energy needs. Weight gain should average between 24 to 28 pounds during pregnancy. A well-balanced, nutritious diet is important because of the increased need for protein, vitamins, and minerals. The diet should include more milk products and more fruits and vegetables.
Infancy (Birth through 1 year)	Most of the infant's nutritional needs during the first year are met through human milk or infant formula. Formulas contain amounts of protein, vitamins, and minerals recommended by the American Academy of Pediatrics. Some formulas are iron-fortified. It is not recommended that solid foods be given to infants until four to six months of age.
Early Childhood (2 years through 5 years)	Childhood obesity and iron-deficiency anemia are the two nutritional problems most commonly diagnosed during childhood. Children should be fed nutritious foods at every meal. Breakfast is especially important, and nutritious snacks help meet the child's daily nutrient needs. Iron-fortified breakfast cereals and lean meat help supply daily iron requirements.
Middle Childhood (6 years through 11 years)	Children should be encouraged to eat a variety of nutritious foods at mealtime and snack time in order to meet their daily nutritional needs for growth and development. Children of this age can learn to choose healthy foods. Snack foods may need to be monitored at this time because consumption of sugary foods and empty calorie foods increases during this stage.
Adolescence (12 years through 19 years)	Rapid growth periods occur in girls between the ages of 10 and 13 years, and in boys between the ages of 12 and 15 years. Consumption of well-balanced, nutritional meals is important during these years. An increased need for calcium occurs due to rapid bone growth. Teens need to increase their intake of foods from the milk group. Poor food choices during adolescence lead to calcium deficiency, iron-deficiency anemia, and excessive intake of saturated fats, sugar, and empty calorie foods.
Young Adulthood (20 years through 39 years)	It is important for young adults to realize that the food choices, health practices, and lifestyle decisions made in the young adult years have significant effect on health and wellness in later life. Eating a well-balanced diet and exercising on a regular basis are good beginnings for young adults. Iron and calcium intakes are very important.
Middle Adulthood (40 years through 65 years)	Adults in this stage need to follow the guidelines for good health and disease prevention. These guidelines recommend that people should eat a variety of foods, maintain desirable weight, avoid too much fat, saturated fat, and cholesterol, increase intake of foods with sufficient starch and fiber, avoid eating too much sugar and sodium, exercise regularly, refrain from smoking and consuming alcohol, and try to limit undue stress.
Older Adulthood (over 65 years)	A healthy diet can help reduce some of the effects of aging. Poor nutritional health at this stage can affect the severity of disease, as well as affect mental function. Some guidelines for nutritional health for older adults include four to six small meals eaten frequently, sufficient intake of vitamins B_6, B_{12}, thiamin, C, D, E, and the minerals calcium iron, and zinc is important. Regular exercise is needed to stimulate appetite and food intake. Significant weight loss can increase risk of death following illness or disease.

Eating Disorders

Definitions

Anorexia Nervosa is an eating disorder characterized by an obsessive and compelling desire to be thin.

Bulimia Nervosa is an eating disorder characterized by binge eating and self-induced vomiting. A person with bulimia may use laxatives to rid his or her body of what is thought to be harmful.

Binge eating is an eating disorder that is characterized by the overindulgence of food without control or rational judgement about the amount being consumed.

Causes of Eating Disorders

- ▲ Most scientific evidence suggests that there is a connection between biological and psychological factors that cause anorexia nervosa.
- ▲ Dieting appears to trigger a process that progresses to self-starvation. The personality of the person who develops anorexia is generally conscientious, achievement oriented, and a perfectionist.
- ▲ Bulimia Nervosa almost exclusively affects young women and appears to be increasing in prevalence. This disorder occurs primarily in societies that place a high value on slimness.
- ▲ Bulimia patients often suffer from depression and are four to five times more likely to be chemically dependent.

A Pattern for Daily Food Choices

Food Groups	Suggested Daily Servings	What Equals a Serving?
Vegetables • Dark green leafy • Deep yellow • Starchy • Other vegetables	**3 - 5** servings from entire group (include all types regularly; use dark green leafy vegetables and deep yellow vegetables several times a week.)	♦ 1/2 cup of cooked vegetables ♦ 1/2 cup of chopped raw vegetables ♦ 1 cup of leafy raw vegetables, such as lettuce or spinach ♦ 3/4 cups of vegetable juice
Fruits • Citrus, melon, berries • Other fruits	**2 - 4** servings from entire group	♦ a whole fruit, such as a medium apple, banana, or orange ♦ a grapefruit half ♦ a melon wedge ♦ 3/4 cup of juice ♦ 1/2 cup of berries ♦ 1/2 cup cooked or canned fruit ♦ 1/4 cup dried fruit
Breads, Cereals, Rice, and Pasta • Whole-grain • Enriched	**6 - 11** servings from entire group (include several servings of whole-grain products daily.)	♦ 1 slice of bread ♦ 1/2 hamburger bun, English muffin, or bagel ♦ a small roll, biscuit, or muffin ♦ 3 to 4 small or 2 large crackers ♦ 1/2 cup cooked cereal, rice, or pasta ♦ 1 ounce of ready-to-eat breakfast cereal ♦ 1 tortilla or pancake
Milk, Yogurt, and Cheese	**2** servings for adults **3** servings for children **4** servings for ages 11-24 (3 servings for women who are pregnant or breast-feeding; 4 servings for teens who are pregnant or breast-feeding)	♦ 1 cup of milk ♦ 8 ounces yogurt ♦ 1 1/2 ounces of natural cheese ♦ 2 ounces processed cheese
Meat, Poultry, Fish, Dry Beans and Peas, Eggs, Nuts, and Seeds	**2 - 3** servings from entire group (include dry beans and peas often.)	♦ 2-3 ounces equal one serving of cooked lean meat, poultry, or fish. Count 1 egg, 1/2 cup cooked dried beans, or 2 T. peanut butter as 1 ounce of meat.

Adopted from: "Nutrition and Your Health: Dietary Guidelines for Americans," United States Departments of Agriculture and Health and U.S. Department of Human Services. Washington, DC, 1995.

Nutrition and Your Health:
DIETARY GUIDELINES FOR AMERICANS

1 **Eat a variety of foods.**
People need more than forty different nutrients for good health. Essential nutrients include vitamins, minerals, amino acids from protein, certain fatty acids from fat, and sources of calories (protein, carbohydrates, and fat). These nutrients should come from a variety of foods, not from a few highly fortified foods or supplements. Get the nutrients needed by choosing different foods you enjoy eating from the five major food groups. These groups are vegetables, fruits, grain products, milk and milk products, and meats and meat alternatives.

2 **Balance the food you eat with physical activity — maintain or improve your weight.**
Being too fat or too thin increases chances of developing health problems. Being too fat is common in the United States. It is linked with high blood pressure, heart disease, stroke, the most common type of diabetes, certain cancers, and other types of illness.

3 **Choose a diet with plenty of grain products, vegetables, and fruits.**
Vegetables, fruits, and grain products are important parts of a varied diet. They are emphasized in this guideline especially for their complex carbohydrates, dietary fiber, and other food components linked to good health.

4 **Choose a diet low in fat, saturated fat, and cholesterol.**
Higher levels of saturated fat and cholesterol in the diet are linked to increased risk for heart disease. A diet low in fat makes it easier to include the variety of foods you need for nutrients without exceeding your calorie needs because fat contains over twice the calories of an equal amount of carbohydrates or protein.

5 **Choose a diet moderate in sugars.**
Sugars and many foods that contain them in large amounts supply calories but are limited in nutrients. Thus, they should be used in moderation by most healthy people and sparingly by people with low-calorie needs. The more often these foods—even small amounts—are eaten, the greater the risk for tooth decay.

6 **Choose a diet moderate in salt and sodium.**
Table salt contains sodium and chloride—both are essential in the diet. However, most Americans eat more salt and sodium than they need. In the United States, about one in three adults has high blood pressure. If these people restrict their salt and sodium intake, usually their blood pressure will fall.

7 **Avoid alcoholic beverages.**
Drinking alcoholic beverages is illegal in Texas for people under age twenty-one. Heavy drinking of alcoholic beverages is related to malnutrition, liver disease, and some forms of cancer. Drinking alcoholic beverages during pregnancy can damage the developing fetus. People who drink alcoholic beverages before driving increase their risk of car accidents.

Adapted From: "Nutrition and Your Health: Dietary Guidelines for Americans," Fourth Edition, 1995, Home and Garden Bulletin No. 232, U.S. Department of Agriculture and U.S. Department of Health and Human Services. "Dietary Guidelines and Your Diet: Home Economics Teacher's Guide," February 1998, U.S. Department of Agriculture and Human Nutrition Information Service.

Food Label

Nutrition Facts

Serving Size 1/2 cup (114g)
Servings Per Container 4

Amount Per Serving
Calories 90 Calories from Fat 30

	% Daily value*
Total Fat 3g	**5%**
Saturated Fat	**0%**
Cholesterol 0mg	**0%**
Sodium 300mg	**13%**
Total Carbohydrate 13g	**4%**
Dietary Fiber 3g	**12%**
Sugars 3g	
Protein 3g	

Vitamin A	80%	Vitamin C	60%
Calcium	4%	Iron	4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

TA 65
TEKS 10E

Teen Stress Scale

Directions: Listed below are examples of life changes that cause stress for teens. A numeric value is assigned to each. The total of all life changes that occur in an individual's life within a one-year period provides an indication of the amount of stress he or she may be experiencing.

0 - 150	No significant problems
151 - 199	Mild life crisis (30 percent chance of illness)
200 - 299	Moderate life crisis (50 percent chance of illness)
300 and over	Major life crisis (90 percent chance of illness)

Life Change Event:	**Life Change Unit:**
1. Death of a parent	98
2. Brother or sister dying	95
3. Close friend dying	92
4. Parents getting a divorce or separated	86
5. Failing one or more subjects in school	86
6. Being arrested by the police	85
7. Flunking a grade in school	84
8. Family member (other than yourself) having trouble with alcohol	79
9. Getting into drugs or alcohol	77
10. Losing a favorite pet	77
11. Parent or relative in your family (other than yourself) getting very sick	77
12. Losing a job	74
13. Breaking up with a close girlfriend or boyfriend	74
14. Quitting school	73
15. Close girlfriend getting pregnant	69
16. Parent losing job	69
17. Getting badly hurt or sick	64
18. Hassling with parents	64
19. Trouble with teacher or principal	63
20. Having problems with any of the following: acne, overweight, underweight, too tall, too short	63
21. Starting a new school	57
22. Moving to a new home	51
23. Change in physical appearance (braces, glasses)	47
24. Hassling with brother or sister	46
25. Having someone new move in with your family (grandparent, adopted brother or sister, or other)	35
26. Starting a job	34
27. Mother getting pregnant	31
28. Starting to date	31
29. Making new friends	27
30. Brother or sister getting married	26

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Adapted From: *The Development of an Adolescence Life Change Event Scale* by Yeaworth, R.C. York, J., and Hussy, M.A. (1980.)

Stressful Situations

1. Carman and Aleshia have been best friends for the past two years. Aleshia now has a boyfriend, and she has little time to spend with Carman. Carman has been hard to get along with at home and with friends at school, including Aleshia.

   A. What is the source of Carman's stress?

   B. How is she reacting to the stress?

   C. What would be a positive way to handle her stress?

2. Jim, who is sixteen, has recently begun to date Tina, who is eighteen. Jim does not drink, but Tina has mentioned several times that she could purchase liquor for them at the store where a friend works. Jim really likes Tina, but he knows that they are both too young to purchase liquor. He has stayed awake several nights trying to decide what to do.

   A. What is the source of Jim's stress?

   B. What can he do to relieve or reduce his stress?

3. Jack's father died unexpectedly last summer. His mother had to go to work, and Jack, who is fourteen, must take care of his ten-year-old brother after school. This prevents Jack from playing basketball, a sport in which he excels. He acts very angry at his mother and brother and just wants to sleep when his mother gets home.

   A. What is the source of Jim's stress?

   B. How could he deal with his stress in a positive manner?

4. Michael is taking five hard courses this semester. He feels very overloaded and spends all of his time studying or complaining. Several times recently he has experienced anxiety attacks in which he has shortness of breath and a rapid heartbeat.

   A. What is the source of Michael's stress?

   B. How can he deal with his stress positively?

5. Vicki has been experiencing embarrassing skin problems in the last year. She is constantly snacking, which has caused her to gain eight pounds and which causes her to not be hungry for nutritious foods.

   A. What is the source of Vicki's stress?

   B. How would you suggest Vicki deal with her stress?

Strategies for Stress Management

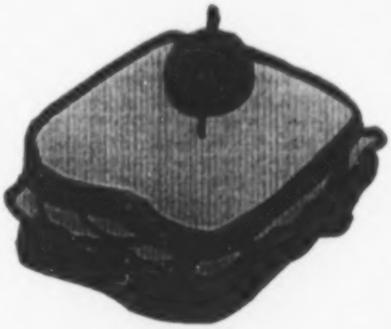
1. Talk to someone you respect and trust (a friend, a parent, a family member, teacher, counselor, or minister).
2. Develop a hobby (such as reading or listening to music).
3. Exercise or work through a sport or activity (biking, skating, soccer, or walking).
4. Eat nutritious food and get plenty of rest.
5. Take quick breaks, such as closing your eyes or stretching.
6. Take deep breaths to calm yourself.
7. Learn to accept what cannot be changed.
8. Plan ahead. Be prepared for events that you can anticipate.
9. Assume personal responsibilities.
10. Be realistic in your expectations.
11. Think positive.

What other suggestions do you have for managing stress?

TA 68
TEKS 10G

Eating Right

Directions: Write a one-page essay on how eating right is important to a person's well-being and achievement.



TA 69
TEKS 11A

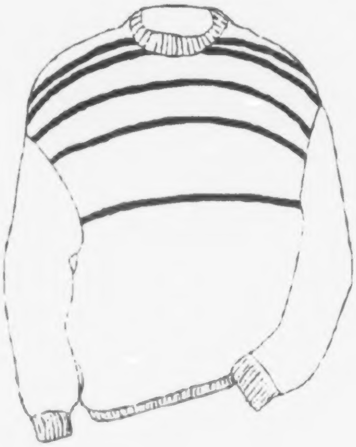
Personal Grooming Schedule

Twice Daily	Daily
Every Other Day	Weekly
Bi-Weekly	Monthly
Bi-Annually	Annually

Get to the Basics

(Time-tested Ideas About Clothing Selections)

1. Buy classic styles — they last longer.
2. Find good quality — it pays.



3. Decide on a becoming basic color plan.
4. Plan for variety.
5. Plan for flexibility.
6. A well-planned wardrobe does not have to cost a fortune.
7. Evaluate your present wardrobe.
8. Get organized.

Source: Mississippi State University Extension Service (1998) Publication 1453.
For more information, www.msstate.edu/pubs/pub 1453.htm

TA 71
TEKS 11B

Appropriate Dress

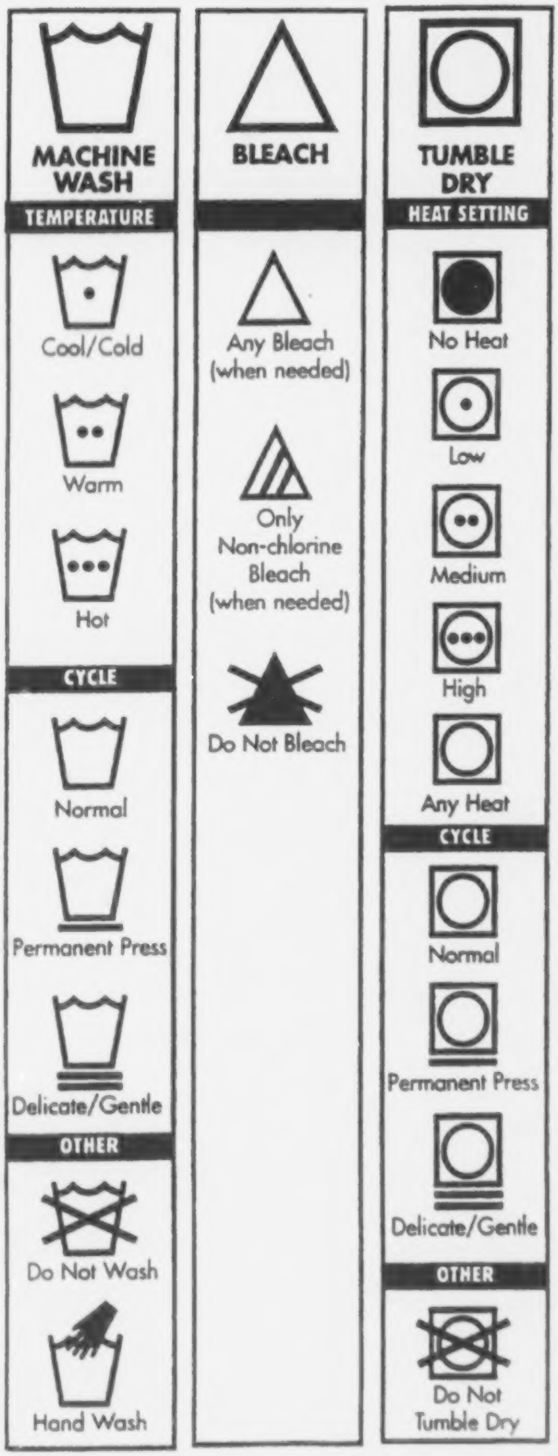
Directions: Select pictures from magazines or catalogs to illustrate appropriate dress for each of the activities shown below.

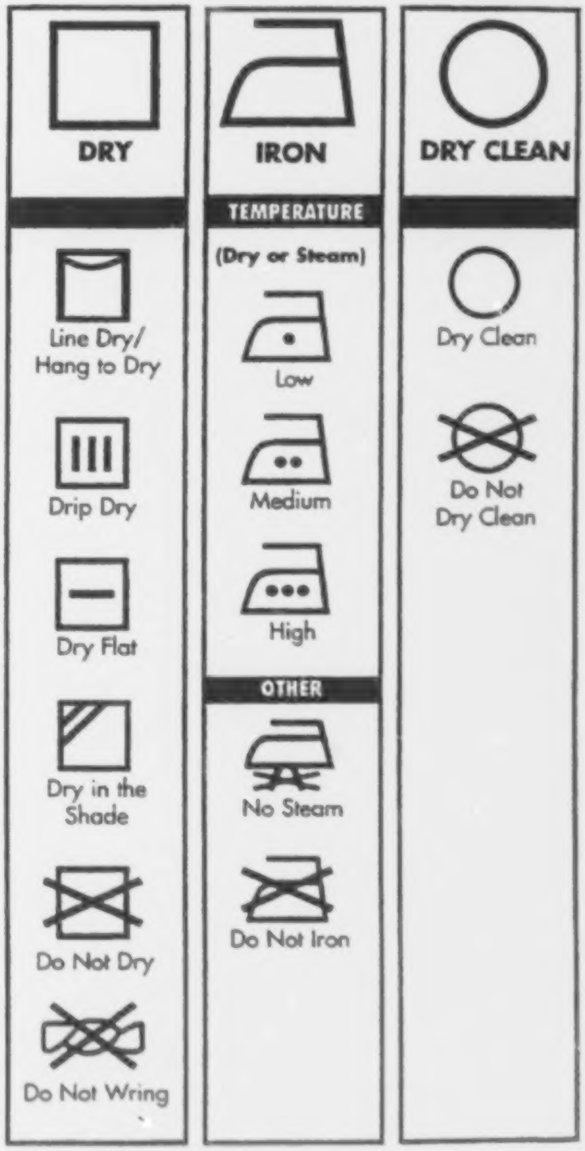
Activity	Illustration
1. to attend a picnic at a park	
2. to sit with a toddler	
3. to attend a party at the local teen club	
4. to attend a wedding held in a church	

Guide to Fabric Care Symbols

A recent change in the Federal Trade Commission's (FTC) Care Labeling Rule means that consumers may soon find a new "language" on their care labels.

As of July 1, 1997, the Federal Trade Commission allows apparel manufacturers to use symbols instead of written instructions on garment care labels. Share this information with your students so they can remain savvy shoppers.


MACHINE WASH
TEMPERATURE
Cool/Cold
Warm
Hot
CYCLE
Normal
Permanent Press
Delicate/Gentle
OTHER
Do Not Wash
Hand Wash
BLEACH
Any Bleach (when needed)
Only Non-chlorine Bleach (when needed)
Do Not Bleach
TUMBLE DRY
HEAT SETTING
No Heat
Low
Medium
High
Any Heat
CYCLE
Normal
Permanent Press
Delicate/Gentle
OTHER
Do Not Tumble Dry


DRY
Line Dry/ Hang to Dry
Drip Dry
Dry Flat
Dry in the Shade
Do Not Dry
Do Not Wring
IRON
TEMPERATURE
(Dry or Steam)
Low
Medium
High
OTHER
No Steam
Do Not Iron
DRY CLEAN
Dry Clean
Do Not Dry Clean

Source: The Soap and Detergent Association, www.sdahq.org

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TA 73
TEKS 11C

Name ____________________

Class Period ____________________

Clothing Care

Garment Type	Machine Wash, Hand Wash, or Dry Clean	Water Temperature	Dryer setting or Hang to dry	Ironing Procedures (if needed)

TA 74
TEKS 11C

Questions on Storage and Travel

◆◆

1. How should a sweater be stored?

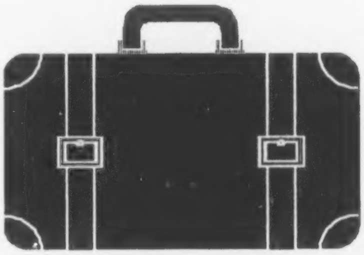
2. Why should shoes be stored in shoe bags or on a shoe rack rather than on the floor?

3. Should clothing be stored in plastic bags? Why?

4. How will hanging shorter clothing together allow for more storage space?

5. What clothing can be stored on the back of closet doors?

6. What types of containers are good for storing out-of-season clothing?



7. How can you easily pack clothes for a weekend trip?

8. What kinds of containers should be used for traveling?

TA 75
TEKS 11D

Consumer Tips on Buying Clothes

1. Know what you need.

2. Shop with a plan.

3. Avoid impulse buying.

4. Know how much you can spend.

5. Compare prices at different stores.

6. Determine whether the item of clothing will fit your needs. Ask yourself these questions:
   - Will you be able to wear the item for different occasions?
   - Will you be able to wear the item of clothing with others in your present wardrobe?
   - Will you require additional accessories to wear this item of clothing?

7. Read all labels and hangtags. Will the item of clothing be easy to care for?

8. Check item for proper fit.

9. Dress appropriately for shopping. Be well-groomed.

10. Show respect for other customers and the sales people.

Consumer Practices Survey

1. Do you have a clothing allowance?

2. Do your parents purchase the clothes you need?

3. Do you use your own money from summer or part-time jobs to pay for new clothes?

4. Do you pay for the dry cleaning of your own clothes?

5. Do you ever consider the cost of clothing maintenance when purchasing clothes for a special occasion?

6. Do you look for clothing that is on sale?

7. Do you comparison shop at different stores before purchasing a specific clothing item?

8. If spending your own money, do you tend to purchase the less expensive item? Is the opposite true if your parents are doing the purchasing?

9. Do you always buy name brand clothing even if an item is exactly the same but without the name brand?

10. Would you rate yourself as a wise consumer and effective manager of a clothing budget always, sometimes, or never?

Dear Grooming and Apparel Advisor

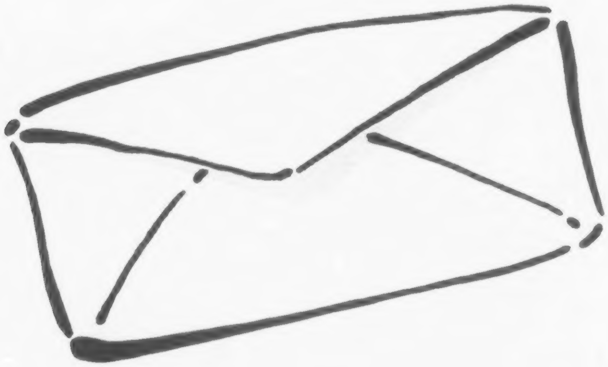
Dear Grooming and Apparel Advisor:

I have read your column often, but now I have a problem of my own. I am a laid-back kind of person and seldom spend a lot of time on myself or my outside appearance.

Here's my problem: I have an interview for a part-time job in a couple of weeks. My mom has told me to work on my grooming habits and be well groomed when I go for the interview. My dad has advised me to select some nice clothes to wear to the interview — something other than the blue jeans and t-shirt that I wear around the house. My friends say to just be cool, after all, it is just a part-time job. However, it is a job that I really want to get. I want to be able to be myself and am confused about whose advice to take; that is why I am asking for yours.

Sincerely,

Confused in Anywhere, U.S.A



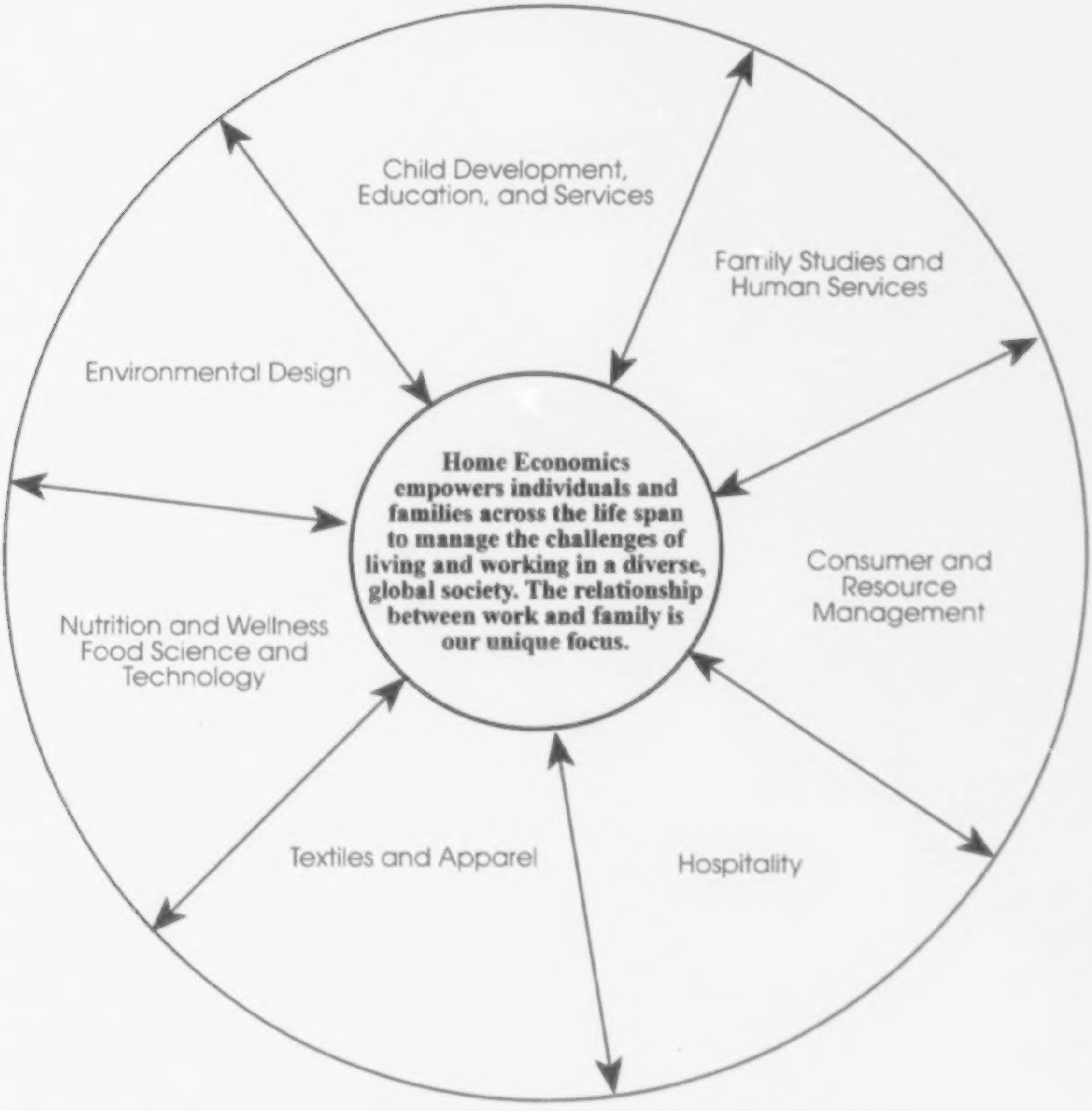
TA 78
TEKS 11E

G.A.P. (Grooming and Apparel Practices)

1. What are your favorite clothes to wear? Why?
2. What are your least favorite clothes to wear? Why?
3. Do you have certain clothes that make you feel good about yourself? If yes, why do you think this is so?
4. What does a specific outfit or style of dress communicate to others?
5. How would your grooming and dress for a job interview differ from grooming and dress for lounging around the house on a Saturday afternoon?
6. What kinds of reactions are generated by inappropriate dress at school? When shopping? At public functions?
7. Defend the statement, "Appropriate apparel does not mean expensive apparel."

**TA 79
TEKS 12A**

Home Economics Content Specializations



Home Economics empowers individuals and families across the life span to manage the challenges of living and working in a diverse, global society. The relationship between work and family is our unique focus.

Child Development, Education, and Services
Family Studies and Human Services
Environmental Design
Consumer and Resource Management
Nutrition and Wellness Food Science and Technology
Textiles and Apparel
Hospitality

Career Concentration: Family Studies and Human Services

Examples of Home Economics Career Opportunities

ENTRY
High School Diploma

- **Adult Care Aide/Special Needs**
- **Adult Care Assistant**
- **Adult Day Care Aide**
- **Elder Care Aide**
- **Family Aide**
- **Foster Parent**
- **Home Care Assistant (Home Maintenance Assistance)**
- **Personal/Home Care Aide**
- **Residential Care Aide**
- **Well-Elder Services Assistant**

TECHNICAL
Postsecondary Education

- **Adult Activities Coordinator**
- **Adult Day Care Director**
- **Certified Activities Director**
- **Community Aide**
- **Director of Home Care Agency**
- **Elder Services Director**
- **Eligibility Aide**
- **Homemaker's Aide**
- **Hospice Case Manager**
- **Leisure Services Associate**
- **Social Services Technician/Aide**
- **Volunteer Coordinator/Specialist**

PROFESSIONAL
College / University Graduate

TA 80a
TEKS 12A

Career Concentration: Child Development, Education, and Services

Examples of Home Economics Career Opportunities

ENTRY
High School Diploma

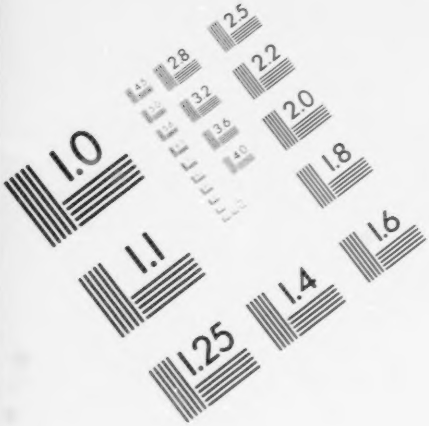
- Child Care Assistant/Infant-Toddler Care
- Child Care Assistant/Preschool Child Care
- Child Care Assistant/School-age Child Care
- Child Care Assistant/Special Needs
- Family Child Care Provider
- Preschool Aide
- Recreation Aide
- Teacher Aide

TECHNICAL
Postsecondary Education

- After-School Program Supervisor
- Associate Teacher/Preschool Child
- Associate Teacher/Special Needs
- Case Manager
- Child Care Activities Coordinator
- Child Care Center Supervisor
- Certified Nanny
- Family Child Care Supervisor
- Head Start Teacher
- Preschool Teacher
- Parenting Specialist
- School-age Care Coordinator
- School-age Care Program Director
- Social Services Aide
- Special Education Aide
- Teacher Aide

PROFESSIONAL
College / University Graduate

TA 80b
TEKS 12A



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Association for Information and Image Management

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Silver Spring, Maryland 20910

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Centimeter
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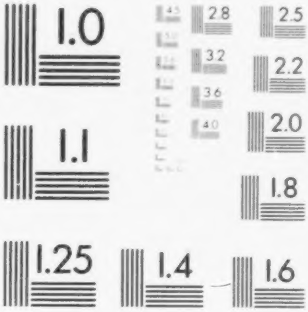
Inches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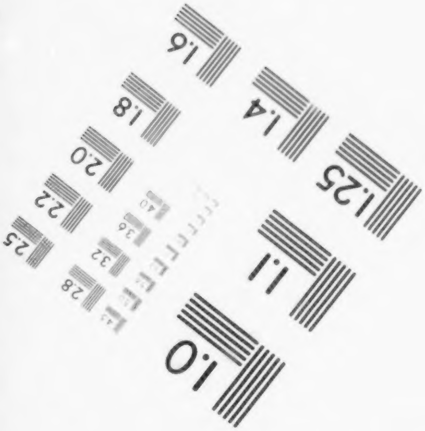

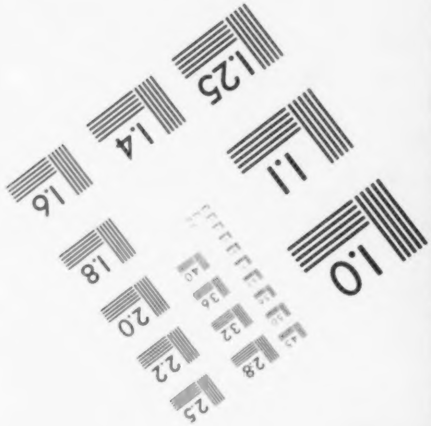

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Career Concentration: Nutrition and Wellness/Food Science and Technology

Examples of Home Economics Career Opportunities

ENTRY
High School Diploma

- Dietary Aide
- Food Expediter
- Food Laboratory Aide
- Food Product Testing Aide
- Kitchen Assistant
- Pastry Cook
- Quality Control Aide
- Short Order Cook/Prep Cook
- Test Kitchen Food Assembler

TECHNICAL
Postsecondary Education

- Assistant Public Health Nutritionist
- Assistant Research Assistant
- Baker/Chef/Cook
- Caterer
- Dietary Assistant
- Dietetic Technician
- Food and Drug Assistant Inspector
- Food Production Chemist Assistant
- Food Product Testing Assistant
- Food Technician
- Product Sales Representative
- Quality Control Assistant
- Specialty Cook

PROFESSIONAL
College / University Graduate

- Clinical Dietitian
- Community Dietitian
- Consulting Dietitian
- Consumer Product Specialist
- Executive Chef
- Family and Consumer Science Extension Agent
- Food and Drug Inspector
- Food Production Chemist
- Food Product Tester
- Food Scientist
- Food Technologist
- Home Economics Educator
- Home Economist
- Nutrition Educator
- Professor
- Public Health Nutritionist
- Quality Control Technician
- Research Nutritionist

TA 80c
TEKS 12A

Career Concentration: Hospitality

Examples of Home Economics Career Opportunities

ENTRY
High School Diploma

- Bellperson
- Busser
- Cashier
- Checker/Inspector
- Counter Attendant
- Dining Room Attendant
- Dishwasher
- File Clerk
- Food Expediter
- Front Desk Agent
- Guest Services Agent
- Host/Hostess/Greeter
- Kitchen Assistant
- Laundry Attendant
- Lodging Facilities Attendant
- Mail and Information Agent
- Pastry Cook
- PBX Operator
- Reservations Agent
- Room Attendant/Housekeeper
- Room Service Order Taker
- Room Service Server
- Secretary
- Short Order Cook/Prep Cook
- Steward
- Supply Clerk
- Waitperson/Server

TECHNICAL
Postsecondary Education

- Assistant Banquet Manager
- Assistant Food and Beverage Manager
- Assistant Housekeeper
- Assistant Housekeeping Manager
- Assistant Human Resources Director
- Assistant Rooms Manager
- Baker/Chef/Cook
- Bell Captain
- Benefits Administrator
- Concierge
- Dining Room Manager
- Employee Relations Manager
- Employment Manager
- Executive Assistant Manager
- Executive Housekeeper
- Executive Steward
- Foodservice/Banquet and Restaurant Mgrs.
- Guest Service Manager
- Head Waitperson
- Host/Hostess/Greeter
- Housekeeping Manager
- Human Resources Generalist
- Reservations Supervisor
- Sales Representative
- Social Director
- Speciality Cook
- Teacher's Assistant

PROFESSIONAL
College / University Graduate

- Catering Manager
- Controller/Auditor
- Convention Coordinator
- Convention Services Manager/Director
- Corporate Manager
- Director of Catering
- Director of Sales and Marketing
- Executive Chef
- Executive Housekeeper
- Exposition Manager
- Extension Home Economist
- Food and Beverage Controller
- Food and Beverage Director
- Food and Beverage Manager
- Foodservice Director
- Front Office Manager
- General Manager
- Home Economics Educator
- Human Resources Director
- Lodging Manager
- Nutritionist
- Public Relations Director
- Purchasing Agent
- Resident Manager
- Restaurant Manager
- Rooms Division Manager/Director
- Visitors and Convention Bureau Director

TA 80d
TEKS 12A

Home Economics Education
1997

Career Concentration: Consumer and Resource Management

Examples of Home Economics Career Opportunities

ENTRY
High School Diploma

- Consumer Assistant Technician
- Consumer Reporter
- Customer Complaint Clerk
- Customer Service Representative
- Personal Shopper
- Product Demonstrator
- Residential Energy Officer
- Resources and Referral Specialist

TECHNICAL
Postsecondary Education

- Commercial Energy Auditor
- Consumer Consultant
- Consumer Newswriter
- Consumer Products Tester
- Credit Counselor
- Family and Consumer Counselor
- Household Manager
- Para Planner
- Product Representative
- Public Relations Representative

PROFESSIONAL
College / University Graduate

- Consumer Advocate/Arbitrator
- Consumer Affairs Director
- Consumer Economist
- Consumer Education Director
- Consumer Information Specialist
- Consumer Newscaster/Editor
- Energy Efficiency Specialist
- Extension Home Economist
- Financial Planner
- Home Economics Educator
- Product Research/Development

TA 80e
TEKS 12A

Career Concentration: Textiles and Apparel

Examples of Home Economics Career Opportunities

ENTRY
High School Diploma

- **Alterations Specialist**
- **Computer Textile Designer Aide**
- **Customer Assistant**
- **Draper**
- **Fabrics/Accessories Estimator**
- **Fashion Design Aide**
- **Fashion Sales Associate**
- **Visual Displayer**

TECHNICAL
Postsecondary Education

- **Assistant Designer**
- **Computer Imaging Consultant**
- **Fashion Illustrator**
- **Sample Maker or Cutter**
- **Sewing Room Supervisor**
- **Textile Technician**
- **Visual Merchandiser**

PROFESSIONAL
College / University Graduate

- **Costumer**
- **Custom Tailor**
- **Extension Home Economist**
- **Fashion Buyer**
- **Fashion Designer**
- **Fashion Journalist**
- **Fashion Merchandising Manager**
- **Home Economics Educator**
- **Retail Sales Manager**
- **Retail Store Manager**
- **Textile Designer**
- **Textile Sales Representative**
- **Textile Scientist**
- **Wardrobe Supervisor**

TA 80f
TEKS 12A

Home Economics Education
1997

Career Concentration: Environmental Design

Examples of Home Economics Career Opportunities

ENTRY
High School Diploma

- **Color Consultant**
- **Draftsperson**
- **Furnishings, Sales Associate**
- **Housekeeping Aide**
- **Interior Design Aide**
- **Showroom Assistant**

TECHNICAL
Postsecondary Education

- **Associate Manufacturer's Representative**
- **Display Designer**
- **Draftsperson**
- **Drapery/Upholster Estimator**
- **Flooring Designer**
- **Furniture Designer**
- **Housekeeping Instructors**
- **Interior Design Assistant**
- **Interior Designer Photographer**
- **Journalist for Interiors**
- **Photo Stylist**
- **Textile Designer**
- **Window Treatment Designer**

PROFESSIONAL
College / University Graduate

- **Equipment Specialist**
- **Extension Home Economist**
- **Facility Management**
- **Free-lance Consultant**
- **Furnishings Buyer**
- **Furnishings Sales Manager**
- **Government Agency Worker such as in:**
  - **General Services Administration**
  - **VA Hospitals**
- **Home Economics Educator**
- **Illustrator/Renderer**
- **Interior Designer**
- **Lighting Designer**
- **Manufacturer's Representative**
  - **Contract/Residential, Textile Products/ Artwork and Accessories;**
    - **(Sales Manager/Associate, Public Relations, Customer Services, Showroom Manager, Marketing Specialist, Buyer)**
- **Set Designer**
- **Specialty Designer for:**
  - **Aircraft, Yachts/Boats, Recreational Vehicles, Kitchens/Baths, Restaurants, Hotels, Museums, Healthcare Facilities, Mobile Homes/Manufactured Housing, Retail, Residential, Offices, Schools**

TA 80g
TEKS 12A

Home Economics Education
1997

TA 81
TEKS 12B

Things to Think About

- Why did you decide on your chosen career?
- Where did you learn about this occupation?
- How long have you worked at your job?
- What things did you learn in school that helped you in this occupation?
- Is there some area you wished you had studied more about in school?
- What type of special training, if any, do you need for your occupation?
- What special equipment or tools, if any, do you use?
- How many hours do you work each day, week, or month?
- Are you required to work more hours if needed?
- Is your job ever dangerous?
- Do you have a boss?
- What skills do you feel are most important in getting along with others?
- Does your career relate to your hobbies?
- With what type of people do you work each day?
- Are you required to move often? If so, does this create any problems?
- What does the future look like for your career?
- Is there opportunity for advancement in your career?
- Does your employer provide fringe benefits? If so, what?
- What personal qualities are needed to be successful in your career?
- If someone wanted to pursue an occupation similar to yours, what advice would you give him/her?

Matching Abilities to Career Options

I. Why You Should Learn What Your Abilities Are

A. Knowing what your abilities are can serve as a means for determining your strengths and weaknesses and targeting new abilities you want to develop.

B. Knowing what your abilities are can help you avoid choosing a career in which you would be unhappy.

1. Your interest in a certain career does not guarantee that you will be successful in it.
2. You must be able to perform the duties that make the career.

Example: Tom is interested in becoming a surgeon. He has read many books on the subject and has gone so far as to speak with a surgeon in his hometown. Tom, however, does not have steady hands. In fact, they tend to shake all the time. Therefore, Tom has the interest, but not the ability.

C. Knowing what your abilities are can help you narrow your choice of careers.

II. Ways to Find Out What Your Abilities Are

A. Checking the grades you have made will help you find out the subjects in which you do best (i.e., only if you completed all assignments and tried to do your best).

B. Checking your achievement level will give you an idea of your strengths and weaknesses. (Note: Achievement tests are given at various points throughout one's schooling. If you do not already know the results, check with your school counselor.)

C. Think of those things at which others have said you are good.

D. Complete aptitude assessments.

III. Steps to Take After You Discover Your Abilities

A. Use resources to find information on those careers that interest you.

B. Determine the abilities needed to be successful in the career.

C. Match your abilities with those required for career success.

D. If the career requires abilities you do not have, consider your options.

1. Investigate the possibility of developing abilities you do not have (i.e., through further education, training, or practice).
2. Look at other careers that are similar.

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TA 83
TEKS 12D

Technology

the means or science of developing and improving products necessary for work, comfort, and survival

TA 84a
TEKS 13A

Goals Help You Plan for the Future

I. What are Goals?
   A. the aims you are trying to reach
   B. the things you want to achieve

II. There can be two types of goals:
   A. short-term goals
   B. long-term goals

III. Reasons for setting goals
   A. clarifies your needs, wants, and desires
   B. gives you control, rather than leaving the things that happen to you to chance
   C. gives your life direction
   D. gives you something to look forward to
   E. helps you plan your personal and career life

IV. Steps for reaching goals
   A. Decide what it is that you want, need, or desire.
   B. Think of what you want in terms of specific behaviors.
      Example: I want to be the first person to live on the moon for a year.
   C. State your goal by using action verbs.
   D. Think of those things you can do to help you reach the goal you set (specific behaviors).
   E. Arrange the specific behaviors needed to reach your goal into the order in which they need to be completed.
   F. Assign a reasonable time for the goal to be reached.
   G. Decide whether your goal was reached as you planned it to be.

V. Things to remember about setting goals
   A. It is important that you set goals that are both realistic and challenging.
   B. If a goal is too easy, you may become bored and lose interest in it.
   C. Setting goals that are unreachable will only make you lose your motivation for reaching other goals.
   D. Setting too many goals may make you confused.
   E. Set realistic limits for achieving goals.
   F. Revise and update your goals as your needs, wants, and desires change.

Goals Help You Plan for the Future, Cont'd.

VI. Setting career goals

- A. For a happier life, your career goals should be matched to the personal goals you have set.
  - 1. Think about long-term goals related to style of living.
    - a. where you want to live
    - b. the amount of money you wish to have for both wants and needs
    - c. the amount of hours you want to have for family life, personal interests, and leisure
    - d. times in your career life when you need to interrupt, delay, or transition career plans to accommodate parenting priorities.

> **Example:** Theresa's personal goal is to spend as much time as possible with her family; her career goal is to be a pediatrician. In light of what you know about the hours a pediatrician works, do Theresa's personal and career goals seem to match?

  - 2. Consider the importance of lasting relationships to you.

> **Example:** A career that requires you to move often will have an effect on your friendships, even though you make new friends.

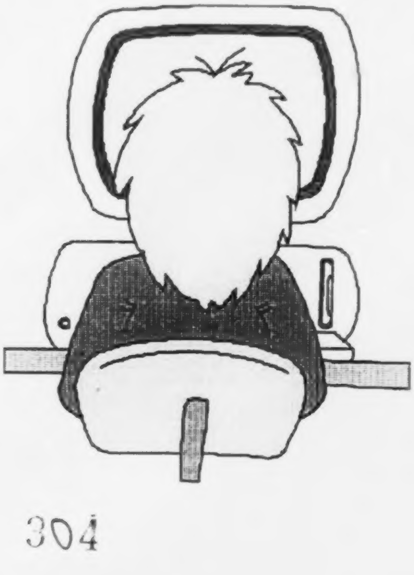
- B. Your career goals should be realistic.

> **Example:** Pretend that you are a counselor at Big C High School. Joe Brown tells you that he wants to be an electrical engineer. He has taken several science and math classes at Big C High School. Although Joe has done his best in his classes, he has not made any grade higher than a C. Would you advise Joe to become an electrical engineer?

Netiquette

Netiquette is the accepted rules of conduct for Internet users. If you are going to use the Internet, you need to be aware of these rules:

- Always remember that there is a person at the computer on the other end.
- The Internet is not private. Do not type anything that you would not show your boss, your teacher, your principal, or your grandmother.
- DO NOT TYPE IN ALL CAPS BECAUSE THAT IS CONSIDERED SHOUTING.
- Always complete the subject line when sending a message so that the receiver can identify your subject.
- When responding to a message, state what you mean. Avoid just yes or no responses.
- Do not ramble on with your communication. Stay on the subject at hand.
- Never write put-downs. Respect others and their viewpoints.
- Do not copy other people's messages without their permission.
- Avoid obscenities or any offensive language.
- Be careful with humor; others may not be able to tell when you are "just kidding." Use a "smiley" [:)] to show you are kidding.



TA 86
TEKS 13C

Components of Effective Study Skills

Study Environment

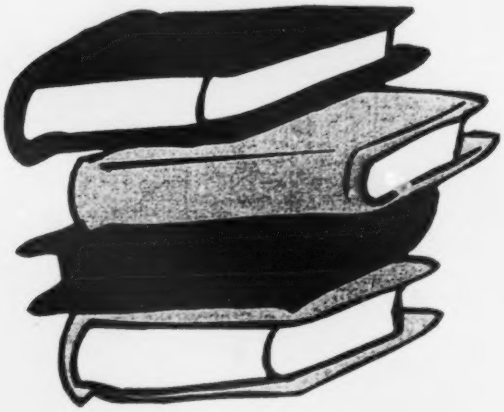
Reading Skills

Classroom Listening Skills

Note-taking

Preparing for and Taking Tests

Time Management



Reading Skills — SQ3R

Survey	Look through the assignment to get an idea of total length. Skim components such as the introduction, headings, photographs, charts, summaries, and questions at the end. Try to get an overall idea of what will be covered.
Question	Develop questions for yourself about what you will be reading. For instance, look at headings and turn them into questions to be answered. Then when you read, you will be automatically looking for the answers.
Read	Read the assignment. Keep in mind the overall topic and the questions you have in mind. Make sure you are understanding what you are reading.
Recite	After each section, think about what you have read and recite it in your own words. If you find you cannot put it into words, read the section again.
Review	When you have finished reading the assignment, review everything you have read. Think about the overall topic, and see if you can answer your own questions or the ones at the end of the section. Ask yourself what you learned from the reading.

TA 88
TEKS 13D

Resources That Assist in Educational Planning

In High School

After High School

Your Behavior and Decisions
NOW
Impact Long-term Career Goals!

___________________________'s long-term career goal is ____.

What are examples of personal behavior that would help achieve this goal?

What are examples of personal behavior that would put up roadblocks to achieving this goal?

What are educational decisions that would help achieve this goal?

What are educational decisions that would put up roadblocks to achieving this goal?

TA 89b
TEKS 13E

Your Behavior and Decisions
NOW
Impact Long-term Career Goals!
(Example)

Juanita's long-term career goal is to become a preschool teacher.

What are examples of personal behavior that would help achieve this goal?

- volunteer with preschool children in the church nursery
- gain leadership experience through FHA/HERO activities
- watch less television (Juanita really likes several sitcoms, and she often is tempted to watch television instead of doing homework)

What are examples of personal behavior that would put up roadblocks to achieving this goal?

- avoid opportunities to work with children: there will be plenty of time for that in the future
- spend all her spare time outside school with her boyfriend
- party with her friends instead of doing homework

What are educational decisions that would help achieve this goal?

- work with the high school counselor on a graduation plan that prepares her to pursue her education in college
- raise her grade-point average by .25 so she will have a better change at college scholarships
- begin to collect information on colleges offering a good early childhood education program
- take courses which help prepare for the ACT and SAT test

What are educational decisions that would put up roadblocks to achieving this goal?

- work just hard enough to get by with C's in her courses
- stick with the minimum graduation plan for her courses, because it is easier
- put off investigating colleges or preparing for ACT/SAT tests until late in the senior year; why worry now?

Skills for Living Showcase

Student Assignment

What is a Skills for Living Showcase?
The Skills for Living Showcase is a project to showcase your personal strengths and abilities. First, you will determine strengths and abilities that you possess related to concepts you have studied in the Skills for Living course. Then, through completing each step of the assignment, you will describe, illustrate, and exhibit these abilities in a visual display as part of a class showcase.

What is the purpose of a Skills for Living Showcase?
After thinking about the knowledge and skills you have studied in the Skills for Living course, you have the chance to identify your own strengths and abilities. You also will have the chance to explore these strengths and abilities and share them with others. Through the activity, you will be reminded of the importance of the things you have learned in the course. You also will be reminded that you have many unique skills and abilities that will help you as you make choices throughout your life.

What materials are needed for a Skills for Living Showcase?
Needed Materials*:
Crayons, map pencils, markers, and/or other art supplies
Glue, tape, or other adhesive product
Poster board or other display material

Optional Materials:
Construction paper
Photographs (film and camera)
Any other necessary materials

*The materials needed for a Skills for Living Showcase will vary from student to student depending on the strengths and abilities on which the project is focused.

What is required of students participating in the Skills for Living Showcase?
You will be required to do the following:

- review knowledge and skills studied in the Skills for Living course
- recognize that you possess unique strengths and abilities
- identify personal strengths and abilities related to course concepts
- use the decision-making process to choose two or three strengths and abilities to highlight
- practice management skills in using time, energy, and other resources wisely for the project
- communicate with your parents and teacher regarding questions and concerns related to the Skills for Living Showcase
- complete each step in the Skills for Living student assignment

Skills for Living Showcase: *Student Assignment, Cont'd.*

What steps do I need to complete for the Skill for Living Showcase?

1. Showcase Proposal
   - Turn in to your teacher a sheet of paper listing two or three strengths and abilities you want to highlight in this project. Briefly explain in writing how the selected strengths and abilities relate to things you have studied in the Skills for Living course.
   - Obtain your teacher's approval of your selection.

2. Description of Strengths and Abilities
   - Prepare a written description of each strength and ability chosen for the showcase. The description should include what the ability "looks like" and why it is important. Be sure to consider what you have learned in the Skills for Living course as you write the description. This description will explain to others about the strengths and abilities you have chosen.
   - The descriptions may be neatly handwritten or typed, but they should be suitable for displaying. They will be included on your completed visual display.

3. Showcase Report - a report (two to three pages in length) that includes a brief section on each of the following:
   - Introduction
     - — On which strengths and abilities is your project focused?
     - — Of all the strengths and abilities you possess, why did you choose these particular ones to highlight in the Skills for Living Showcase?
   - Methodology
     - — What is involved in displaying these strengths and abilities?
     - — How did you develop/learn these strengths and abilities?
     - — Who or what influenced the development of these strengths and abilities?
     - — How do your goals and personal priorities relate to these strengths and abilities?
   - Conclusion
     - — What do you enjoy most about having these strengths and abilities?
     - — How does having these strengths and abilities make you unique and different from everyone else?
     - — How does having these strengths and abilities impact your choices in life at this time? How will they affect your future choices?
     - — What did you learn about yourself by participating in the Skills for Living Showcase?

4. A completed visual display that includes the following:
   - The completed "Description of Strengths and Abilities"
   - The completed "Showcase Report"
   - Illustrations of your strengths and abilities. These illustrations may be drawings, photographs, or other products that portray your strengths and abilities.

******Please Note:***

We all possess a wide variety of strengths and abilities. Though some of us may have similar strengths and abilities, we exhibit them in different and unique ways. You need to choose two or three of your personal strengths and abilities and make them the focus of your display for the Skills for Living Showcase. You may choose the direction you go with this project. Work hard, be creative, and let everyone know what is it that you do best!

Skills for Living Showcase

Project Due Dates

Preliminary Due Dates:
(At least a rough draft of each of the following will be checked on the dates listed.)

Showcase Proposal:

Description of Strengths and Abilities:

Showcase Report Introduction:

Showcase Report Methodology:

Showcase Report Conclusion:

Display Illustrations:

Skills for Living Showcase Project Due Date:

Date of Skills for Living Showcase:

Skills for Living Showcase

Teacher Evaluation/Checklist

______1. A completed and approved Showcase Proposal

______2. A completed Description of Strengths and Abilities

______3. A 2-3 page Showcase Report which includes a brief section on each of the following:

- Introduction
  - — On which strengths and abilities is your project focused?
  - — Of all the strengths and abilities you possess, why did you choose these particular ones to highlight in the Skills for Living Showcase?
- Methodology
  - — What is involved in displaying these strengths and abilities?
  - — How did you develop/learn these strengths and abilities?
  - — Who or what influenced the development of these strengths and abilities?
  - — How do your goals and personal priorities relate to these strengths and abilities?
- Conclusion
  - — What do you enjoy most about having these strengths and abilities?
  - — How does having these strengths and abilities make you unique and different from everyone else?
  - — How does having these strengths and abilities impact your choices in life at this time? How will they affect your future choices?
  - — What did you learn about yourself by participating in the Skills for Living Showcase?

______4. A completed visual display that includes the following:

- The completed "Description of Strengths and Abilities"
- The completed "Showcase Report"
- Illustrations of your strengths and abilities. These illustrations may be drawings, photographs, or other products that portray your strengths and abilities.

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Skills for Living Showcase

Student Evaluation

Name: ______________________

Date: ______________________

Subject: ______________________

Teacher: ______________________

I chose these strengths and abilities to showcase because ______________________

I think my project shows ______________________

This project was easy/hard for me because ______________________

Other comments: ______________________

Skills for Living Showcase

You Are Invited!

Date:

Time:

Place:

Reason:

Career Showcase Project

What is a Career Showcase Project?
A Career Showcase project is similar to both a science fair project and a career day in that it allows students to research a career of major interest and present their findings along with a display related to their researched career. Students participating in the Career Showcase Project describe, illustrate, and exhibit information related to their researched career on display boards.

What is the purpose of the Career Showcase Project?
The purpose of the Career Showcase Project is to allow students to focus on a career that, at this point in their lives, seems ideal and is of great interest to them. The showcase provides an opportunity for students to present and exhibit current information and hands-on activities that are related to the chosen career. Through participation in the Career Showcase Project, students learn about the special education and training, qualifications, and talents that are needed for their researched careers.

What Materials are needed for the Career Showcase Project?
Display board (or poster board)
Crayons, map pencils, and/or markers
Glue, tape, or other adhesive product
Paper (notebook, white, and/or construction)
Any other necessary materials*

*The materials needed for the Career Showcase Project may vary from student to student depending on the career and activity on which the project is focused.

What is required of a Career Showcase Project participant?
A Career Showcase Project participant is required to do the following:

- Select a career to research.
- Identify personal abilities, skills, and talents that relate to the selected career.
- Use the decision-making process to select the career and a hands-on activity that is related to the career (e.g., for interior designer – the student might make a model home and decorate the interior).
- Practice management skills in using time, energy, and other resources wisely for the project.
- Develop a resumé and cover letter to accompany an application for a job in the selected field, or for a career as a full-time homemaker, an application for a volunteer position in the community (or other appropriate requirement substitution).
- Communicate with parents and the teacher regarding questions and concerns related to the Career Showcase Project.

Career Showcase Project Cont'd.

What is Needed for The Career Showcase Project to be Complete?

1. "My Ideal Job" Essay (1-2 pages in length)
    - desired job position (What kind of job have you always dreamed of doing?)
    - desired place of employment
    - desired compensation
    - goals and ambitions (How do these relate to your ideal job?)
    - hobbies and interests (How do these relate to your ideal job?)
    - short job description

2. Resumé (1 page – typed)
    - directed toward the chosen career

3. Cover letter (1 page – typed)
    - directed toward the chosen career at a desired place of employment

4. Career Information Sheet

5. Completed hand-on activity (see idea page for suggestions)
    - directed toward the chosen career

*****Please Note**

We all possess a wide variety of abilities, skills, and talents which enable us to have varied interests in careers. Though some of us have similar interests and/or aptitudes, the way in which we use them will be different. Choose your ideal career, and make it the focus of your career showcase project. You may choose the direction you go with this project. Work hard, be creative, and let everyone know what your ideal career is.

Career Information Sheet

Career:

Nature of Work:

Working Conditions:

Education/Training:

Other Qualifications:

Chances for Advancement:

Job Outlook:

Compensation:

Related Occupations:

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Ideas for Hands-on Activities

- Create a multi-media computer presentation that describes your ideal career in great detail

- Prepare a video that depicts a person (or persons) performing job tasks of your ideal career

- Prepare a slide/tape presentation that depicts a person (or persons) performing job tasks of your ideal career
  - Take pictures of persons performing the tasks (be sure to use slide film)
  - Prepare and tape the narration, which should include information concerning the duties being depicted, the work establishment where the occupation is being performed, the education/training needed to pursue the occupation, the earnings, etc.

- Make a model of something that is representative of your ideal career or of something that you would actually be doing in such a career

- Create a collage that depicts the various duties and other areas of your ideal career (be sure to have this labeled as to what each picture is)

- Create a mobile that depicts various aspects your ideal career and that describes it in detail

- Interview someone who has your ideal career
  - if possible, video the interview

- Any other idea approved by the teacher

Brochure Assessment

Part A: Circle the number that indicates how effectively the brochure meets the stated criteria.

	3	2	1
Quality of Research	Accurate analysis of the research Reliable sources Three or more references used	Fair degree of accuracy Some reliability of resources Two references used	Basic information with inaccuracies Questionable reliability One reference used
	3	2	1
Application of Knowledge	Demonstrates in-depth understanding of the topic Accurately uses information in the brochure	Demonstrates general understanding of the topic Uses research information with a fair degree of accuracy in the brochure	Lacks understanding of the topic Uses only the basic parts of the information; several misconceptions
	3	2	1
Written Presentation	Well organized content Attractive, well-designed format Message is clear and easy to understand Typed or computer-formatted Strong eye appeal	Generally well-organized content Adequate design for format Message is sufficiently understood Typed or computer-formatted Adequate appeal	Unorganized content; hard to follow Unattractive format Message is difficult to understand Handwritten or type lacks neatness
	3	2	1
Creativity	Imaginative; originality demonstrated Graphics that make the work "come alive"	Adequate creativity Some use of graphics that add to the presentation	Lacks originality Few or no graphics used, or graphics do not relate to text

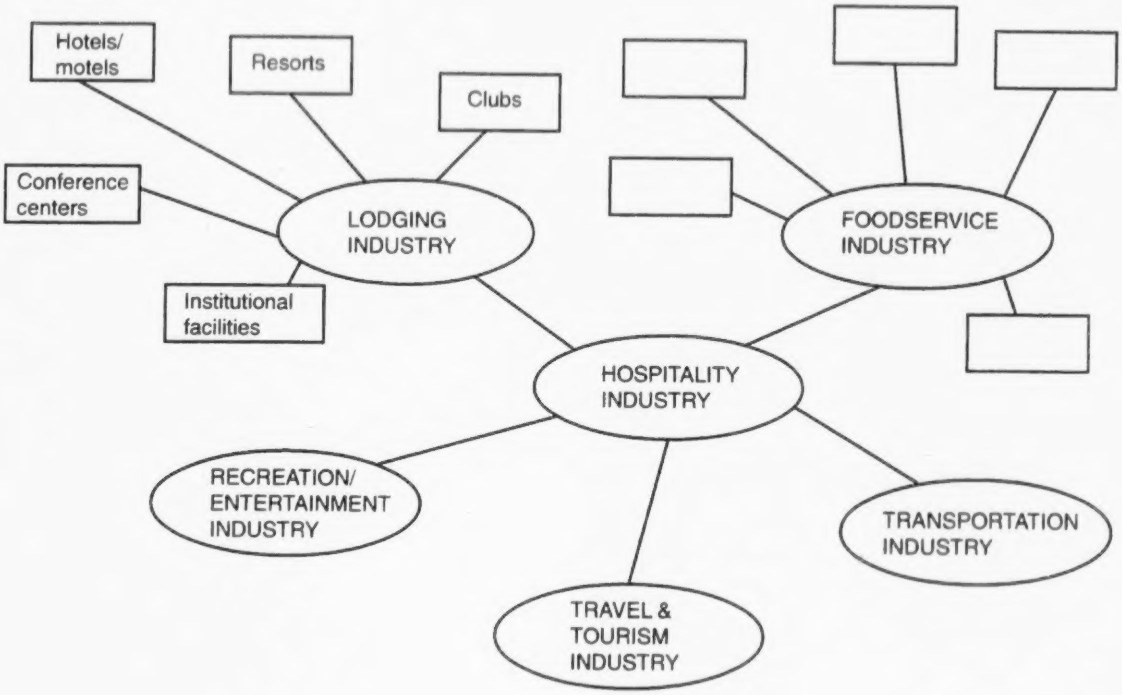
Brochure Assessment, Cont'd.

Part B: Write a paragraph that describes how you can use the knowledge gained from this activity.

TA 92b

Source: Adapted from the *Alternative Assessment: A Family and Consumer Teacher's Tool Kit* (1996). Columbus, OH: The Ohio State University, Vocational Instructional Materials Laboratory. Used with permission.

Web Diagram


Hotels/ motels
Resorts
Clubs
Conference centers
Institutional facilities
LODGING INDUSTRY
FOODSERVICE INDUSTRY
HOSPITALITY INDUSTRY
RECREATION/ ENTERTAINMENT INDUSTRY
TRAVEL & TOURISM INDUSTRY
TRANSPORTATION INDUSTRY

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GUIDELINES FOR A CLASSROOM DEBATE

Discussion, Disagreement, and Debate: What's the difference?

Discussion:

- People talking to reach conclusions, to give and receive information, or to express their ideas in an informal and unplanned manner.

Disagreement:

- A disagreement stems from a discussion when individuals' opinions, thoughts, and beliefs differ.
- Like a discussion, a disagreement is usually informal and unprepared.

Debate:

- Opposing viewpoints are presented in a balanced, well organized, and researched manner by individuals or teams to persuade others of their position.
- Participants must have evidence to support their viewpoint.
- A debate does not "prove" or "decide" an issue. The team that offers the strongest debate gives better information for their arguments and effectively addresses arguments from the opposing team.
- In a debate, teams do not "have" arguments, they "present" arguments.
- The team that is "for" the proposition is called the ***affirmative team***. The team that is "against" the proposition is called the ***negative team***.

Preparing and Conducting a Classroom Debate:

1. **Select a topic.**

2. **State a proposition.** A ***proposition*** is the statement of opinions, thoughts, or beliefs on a particular viewpoint.

3. **Select teams.** Select the affirmative and negative teams and a chairperson for each team.

4. **List arguments.** Each team should list their arguments, choose their four strongest arguments, and predict their opponent's four strongest arguments.

5. **Appoint speakers.** Team members can select speakers, or each team member can present one or more arguments.

6. **Research and prepare evidence.** Teams should research and prepare evidence supporting the arguments and prepare a summary statement. Information should not be shared with the other team.

7. **Rehearse the debate.** Teams should rehearse the debate, but the other team should not hear the rehearsal. Arguments should be covered from the least important to the most important.

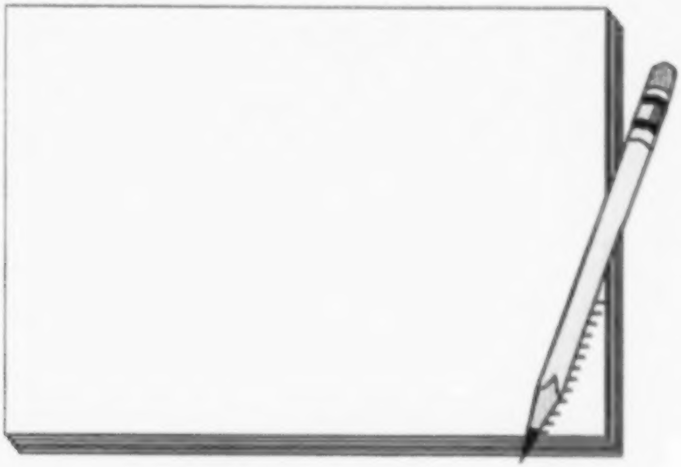
8. **Conduct the debate.** Team members will state positions they feel are true and will take turns explaining why their position is right and the opponent's position is wrong. An equal number of people should speak in an established order for equal amounts of time.

9. **Present decision of audience.** An audience will listen to the debates and decide which team presented the strongest case for their team's arguments.

Adapted from: Parks, Sandra and Black, Howard. *Organizing Thinking: Graphic Organizers*. Pacific Grove, CA: Critical Thinking Press and Software, 1990.

"Jeopardy" Game Instructions

1. Use questions and answers written on 3x5 cards (answer on the front, question on the back) as subject matter for the "Jeopardy" game.
2. Divide 3x5 cards into three stacks. Assign cards in each stack 10 points, 20 points, and 30 points, respectively. Write the point value on the front of the card (along with the answer).
3. Form teams of 3-4 students, and give each team a colored "responder" card.
4. Have each team select a team captain and team scorekeeper.
5. The teacher reads aloud the answer from a card. The team captain who holds up the responder card first has the first opportunity to answer.
6. All team responses must be given in the form of a question. For example, you say, "providing their children proper nutrition." The correct student response would be something like, "What is a responsibility parents have related to physical development of their children?"
7. If the first team to respond gives the correct answer, they receive the point value for that item. If they answer incorrectly, then the point value is subtracted from their score and another team is given the opportunity to answer.
8. The team captain must confer with the team members before responding with a question.
9. The team captains hold up the "responder" card when their team is ready to respond. Only the team captain can hold up the responder card.
10. The team scorekeeper is responsible for keeping the correct score for the team. The scorekeeper should be included in determining the correct responses.
11. The team with the highest score is the winner.



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Internet Terminology

AUP	*Acceptable Use Policy;* a written agreement signed by teachers, students, and parents outlining the terms and conditions of Internet use
Bookmarks	a list on your computer of your favorite Web pages
Browser	a special software program used to navigate the World Wide Web
Download	to copy information from another computer (Note: Upload means to send information to another computer.)
E-mail	Electronic mail; exchange of messages with people around the world over the Internet
FAQ	*Frequently Asked Questions;* files containing common questions asked and their answers
Home Page	the first page you see when you start your Web browser
HTML	*Hypertext Markup Language*; programming language used for creating Web pages
Hypertext	text on a Web page that contains links to other Web pages
Internet	the global computer network that connects millions of computers
ISP	*Internet Service Provider;* a company that provides access to the Internet through a phone line
Netiquette	rules of conduct for Internet users
URL	*Uniform Resource Locator;* the address used to locate a specific Web page
Web Page	a document stored on a computer that contains information and possibly graphics, sound, and even movies
Web Site	a university, government agency, or company that stores Web pages that you can view
WWW	World Wide Web; an Internet system that offers vast amounts of information

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Activity Assessment

Activity:

Criteria	3	2	1
Depth and breadth of research	offers accurate analysis of the major and minor issues surrounding the topic; uses three or more references	relates major facts to the basic topic with fair degree of accuracy; uses two references	provides only minor facts basic to the topic; inaccuracies; uses only provided information (text) as reference
Application of knowledge	demonstrates in-depth understanding of the topic; accurately employs all parts of the information	demonstrates general understanding of the topic; employs most parts of the information with fair degree of accuracy	lacks understanding of topic; employs only the most basic parts of the information; several misconceptions about the topic
Written/Oral communication	presents a well organized presentation; message is easily understood	presents a somewhat organized presentation; message is vague	presentation is unorganized; message tends to wander or ramble and hard to understand
Creativity	imaginative, self-initiated finding and use of resources; extensive originality in presentation	considers provided materials; demonstrates adequate originality in presentation	lacks initiative when finding and using resources; lacks originality in presentation

Self-Reflection: On the back of this sheet, write a paragraph that describes how you can use knowledge gained from this activity in the future.

Adapted from Family and Consumer Sciences Education Association (1994). *How do we know they know?* Publication# A261-08482 ISBN 0-911365-35-4 Copies Available: FCSEA, Central Washington University, 400 E 8th Avenue, Ellensburg, WA 98926